CED 660 FAMILY MINISTRY
SPRING 2013
Feb 4-May 6th 2013

Essential Information
Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at http://support.nts.edu.

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- Handbook for Inclusive Language

Instructor Information
Professor: Dean Blevins, Ph.D.                   Email: dgblevins@nts.edu
Office: (816) 268-5481
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. TEACHING STYLE: This course incorporates micro lectures, student presentations, and class discussion.

Degree Objectives & Outcomes (DO)
Objective 2: The development of a practical theology of Christian ministry consistent with the student’s
theological heritage and vision of the transformed life, will be exhibited in the following outcomes, the student will:

a. Develop a coherent theology of ministry consistent with the student’s biblical and theological heritage.
b. Articulate a coherent theology of ministry that pertains directly to a specific avenue of ministry within Christian Formation and Discipleship.

Objective 3: A discernment of the various developmental aspects and cultural contexts that influence people and their growth along the life course, in order to design appropriate ministry strategies that form persons into ongoing faithful disciples will be exhibited in the following outcomes, the student will:

a. Identify developmental and/or socio-cultural dynamics that influence their theology of ministry
b. Demonstrate how they address developmental aspects and socio-cultural context through their ministry strategies

Objective 5: A cultivation of practices and abilities necessary for skillfully discipling the people of God, guiding relationships in the church, and engaging in theological discernment of sound educational practice will be exhibited in the following outcomes, the student will:

a. Display proficiency in several practices consistent with the student’s ministry interests and emphases.
b. Assess programs and strategies to determine their viability as educational practices

Course Outcomes (CO)
As a result of successfully completing this course students will have opportunity to:

A. Articulate a Biblical/Theological understanding of the family for ministry. (DO 2 a/b; CAR 1,5/a,6)
B. Demonstrate a working knowledge of theories, research, and theories related to the family and family life education. (DO 3 a/b; CAR 1,5/c,6)
C. Articulate the influence congregational experiences in an approach to family life education. (DO 5/b; CAR 1,3,5/b,6)
D. Develop resources for being a family life educator. (DO 5/b; CAR 1,2,5/d/f,6)
E. Demonstrate a cultivation of practices and/or approaches for family spiritual wholeness in home and congregational setting. (DO 5 a/b; CAR 1,2,5/e,f,6)

Church of the Nazarene COSAC Competencies
CP25: Ability to prepare, organize and deliver a biblically sound basic scheme of teaching and discipleship formation using age-appropriate techniques and skills in culturally appropriate ways
CP26: Ability to develop and utilize existing age appropriate ministry forms by which individuals, families, and congregations may be formed into Christlikeness
CP27: Ability to assess and implement emerging age appropriate ministry approaches to ministry in light of enduring theological (Bible, doctrine, philosophy) and contextual (history, psychology, sociological) perspectives
# Required Texts & Course Materials

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<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
<th>ISBN (13 characters)</th>
<th>Publisher</th>
<th>Copyright Date</th>
<th>Pages</th>
<th>List price</th>
</tr>
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<tbody>
<tr>
<td><em>Intergenerational Christian Formation: Bringing the Whole Church Together in Ministry, Community and Worship</em></td>
<td>Allen, Holly Catterton and Christine Lawton Ross</td>
<td>978-0830839810</td>
<td>IVP Academic</td>
<td>2012</td>
<td>330</td>
<td>$22.00</td>
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<tr>
<td><em>Think Orange</em></td>
<td>Joiner, Reggie</td>
<td>978-1434764836</td>
<td>David C. Cook</td>
<td>2009</td>
<td>220</td>
<td>$14.95</td>
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In addition you will be asked to read resources provided either online or in class during the semester.

## Course Outline

**Unit 1:** Introduction Week 1  
**Unit 2:** Defining Family and Family Ministry: Biblical, historical and developmental perspectives Weeks 2-6 (Course Outcomes A & B)  
**Unit 3:** Family Ministry Strategies Weeks 9-12 (Course Outcomes C, D & E)  
**Unit 4:** Intergenerational Ministry Weeks  
**Unit 5:** Project and Synthesis: Weeks 12-13

## Course Assignments & Requirements (CAR)

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. **Course Objectives (CO) A-E; Degree Objectives (DO) 2, 3, 5, CP 26-27**
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 Miriam Hall lectureship on Children’s Ministry April 9th during the day as possible

2. Critical Book Reviews: (200 points: 100 points each) 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 4th and Reggie Joyner’s Think Orange by class time Monday March 25th. CO D & E; DO 5; CP27

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. April 8th. CO/C; DO5/b; CP27

5. Family Ministry Portfolio (400 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: (Due May 2nd) CP 25, 26, 27
   a. A working Theology of Family Ministry based on a Biblical-Theological Overview of the Family CO A; DO2 a/b
   b. Family ministry assessment of a local congregation CO C; DO 5/b
   c. An identified model for family ministry with some theoretical backing for this approach CO B; DO 3a/b
   d. Curriculum assessment of two family ministry curriculum resources CO/D; DO 5/b
   e. Recommended best practices for ministry in this context CO/E; DO 5 a/b
   f. Two year timeline of strategies or methods for improving family ministry within the given context, including leadership development CO/D&E

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). Due May 6th

**Distribution of Student Learning Hours**

<table>
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<tr>
<th>Category</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>42</td>
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<tr>
<td>Reading</td>
<td>62</td>
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<tr>
<td>Writing</td>
<td>35</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities</td>
<td>10</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>3</td>
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<td>TOTAL</td>
<td>152</td>
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**Method for Submitting Assignments**

Please use the assignments section of Moodle unless otherwise directed.
Form and Style Expectations

Students should consult Turabian (Chicago Manual of Style) for all written assignments.

Inclusive Language

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

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.

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.

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly, NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

Class Attendance

- Attendance at classes is essential for realizing the maximum benefit of your education. Since the professor in each course is best acquainted with the importance of consistent attendance, he or she will determine the rules for attendance.

- If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation. If a student is absent four or more weeks of the semester, the professor may automatically fail the student.

- Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

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.
## Family Ministry Weekly Schedule (subject to change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Module/Theme</th>
<th>Reading</th>
<th>Class Assignments</th>
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<tbody>
<tr>
<td>Wk 1</td>
<td>Introduction: The Challenge</td>
<td>Garland <em>Family Ministry</em> 11-22</td>
<td>Holeman, <em>video</em></td>
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<td><em>Family Ministry Field Guide</em> 15-19</td>
<td>Faithful Homes presentation</td>
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<td><em>Allen &amp; Ross Intergenerational Formation</em> 29-46</td>
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<td></td>
<td><strong>Unit 1: Introduction</strong></td>
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<td><strong>Week 1</strong></td>
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<td><strong>Wk 1</strong></td>
<td><strong>2/4</strong></td>
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<td>Wk 2</td>
<td>Defining Family Historical/Cultural</td>
<td>Garland <em>Family Ministry</em> 23-67</td>
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<td>considerations</td>
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<td>Wk 3</td>
<td>Biblical/Theological considerations</td>
<td>Garland <em>Family Ministry</em> 68-146</td>
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<td>Wk 4</td>
<td>Dynamics of Family Ministry</td>
<td>Garland <em>Family Ministry</em> 147-336</td>
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<td>Wk 5</td>
<td>Dynamic Considerations: and the</td>
<td>Garland <em>Family Ministry</em> 337-447</td>
<td>5 page review of Anthony Headly’s <em>Family Crucible</em> due in class March 4th</td>
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<td>Wesleyan Legacy</td>
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<td>Wk 6</td>
<td>“Conceiving” Family Ministry:</td>
<td>Garland <em>Family Ministry</em> 449-551</td>
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<td>Approaches and Contemporary Challenges</td>
<td>Fosarelli, <em>Family Ministry Desk Reference</em>, selected readings</td>
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<td><strong>Unit 2: Defining Family and Family</strong></td>
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<td><strong>Ministry: Weeks 2-5</strong></td>
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<td>Wk 7</td>
<td><strong>Reading and Research Week</strong></td>
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<td><strong>3/18</strong></td>
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<td>Wk 8</td>
<td>Strategies of Family Ministry</td>
<td>Reggie Joiner: <em>Think Orange</em> Review</td>
<td>5 page review of Joyner’s <em>Think Orange</em> The Student will submit a comparative review of family ministry curricular resources Due in class March 25th</td>
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<td>Wk 9</td>
<td>Strategies of Family Ministry</td>
<td>Garland <em>Family Ministry</em> 552-586</td>
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<td><em>Family Ministry Field Guide</em> 21-121</td>
<td>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 8th.</td>
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<td>Wk 10</td>
<td>Strategies of Family Ministry</td>
<td><em>Family Ministry Field Guide</em> 123-212</td>
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<td><strong>Unit 3: Family Ministry Strategies</strong></td>
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<td>Wk 11</td>
<td>Intergenerational Ministry</td>
<td><em>Allen &amp; Ross Intergenerational Formation</em> 47-176</td>
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<td>Wk 12</td>
<td>Intergenerational Ministry</td>
<td><em>Allen &amp; Ross Intergenerational Formation</em> 177-270</td>
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<tr>
<td>Wk 13</td>
<td>Design Studio</td>
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<td>Portfolio presentation and discussion Monday, final project due Thursday 11:59 pm, May 2nd</td>
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<tr>
<td>Wk 14</td>
<td>Final Exam Week</td>
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<td>Oral Final May 6th</td>
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<td><strong>Final Exam Week</strong></td>
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<td><strong>Wk 15</strong></td>
<td><strong>5/6</strong></td>
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WRITING A BOOK REVIEW
(Guidelines adapted from Christian Education Journal available online at http://wisdom.biola.edu/cej/downloads/cejbookreviewguide.pdf)

Of course, not all of the following instructions need to be addressed equally since space is often limited by the guidelines of book reviews (many reviews limited to 1,000 to 2,000 words). Nuance the issues concerning importance and relevance in light of the book’s genre. In the classic work on reading books—How to Read a Book by Mortimer Adler—we learn the reviewer’s task involves two main parts: demonstrating your understanding the argument of the author (comprehension), and then interacting and evaluating the quality of argumentation (analysis of reasoning and rhetorical methods). Reviews can take on various formats. However, in general, a summary of the book will precede the evaluation component.

A. UNDERSTANDING
Before evaluating a book, we first must understand it. This aspect is more descriptive and factual—perhaps up to 50% of the review. Summarize the subject matter and contents of the book. Give the reader a sense of the scope of the whole work.

A1. Main Thesis, Conclusion(s): What is the main problem/question being addressed? What main claim/conclusion is proposed? What argument is offered to support these proposals? What are the major sub-claims of the book? Have the author's intentions been clearly understood?

A2. Overview: What is the main subject matter or topic of the book? Provide a brief overview (by chapter if possible) of book contents (scope). How does the author organize the book (sequence, e.g., chapters grouped together within parts?) Is there a main organizing framework or model being followed, explicit or implicit? What is the book genre or type (e.g., scholarly-technical? textbook? trade/popular?)?

B. INTERACTION AND EVALUATION
This aspect involves your professional judgment regarding how well the author carried out his or her project, related to the intentions of the author. This aspect is an essential contribution that transforms a plain "book summary" into a "book review." This task is the more difficult one, yet it can become easier with increasing breadth of knowledge of the field and depth of critical thinking.

B1. Author's Qualifications: What is important to tell us about the author and his or her qualifications to write this book?

B2. Assessment of the Argument: How well did the author develop the argument to support the main conclusions, claims, proposals? How well does the author deliver on his or her promises to address the problem(s) posed? [Also see "B5" below.] Any strengths of the argument to highlight? Any weak elements or limitations to note? For points of important disagreement, did you offer a reason: (a) if the author was uninformed (unaware of relevant information)? or (b) misinformed (in error)? or (c) illogical (a conclusion that does not follow)? (For guidelines see brief explains below. See also Anthony Weston. 2000. A Rulebook for Arguments. 3rd ed. Indianapolis, IN: Hackett, 87pp.) Is the book title accurate? Can you suggest a better title?

B3. Compatibility within a Wesleyan or Evangelical Protestant Perspective: What theological or worldview perspective is/seems to be evident in the book? From what perspective is the author addressing the issue? Perhaps keep in mind a traffic light analogy for potential integration within your theological heritage, specifically a Wesleyan (for this class) or evangelical Protestant Christian perspective (e.g.: "green" [compatible], "yellow" [concerns, issues needing further study], "red" [clearly competing, incompatible]). Any problematic claims/critical concerns worth mentioning? Do any major claims fit within a "yellow" or "red" zone? Explain. Also, what is the style, tone of the book?
B4. Contribution: Is there a real need for this book? Why? Are there distinctive or novel contributions/proposals in the book worth mentioning, conceptually or practically? (Particularly those of personal interest to you?) Any quotes worth including? How does the book and its specific contents relate within the broader context of books from the same field of study? Does the author treat concepts, issues, authors cited, subject matter similar or different? How so? What is the quantity and quality of the citations?

B5. Reviewer's Conclusions: Do you finally agree or not with the conclusion? Based on Adler's How to read a book have you indicated either: (a) General agreement with major proposal(s)? (b) Agreement as far as the argument was developed? (c) Agreement in the main with only minor disagreements? (d) Or disagreement with the main conclusion(s)? (See Chapter 11 in Adler’s How to Read a Book for help here, as briefly explained below; reviewers might also find Chapters 4-10 helpful.) For whom do you think the book was written/target audience or for what use (e.g., undergraduate, masters, doctoral, layperson; as a primary text or supplemental)? Was the book well-written, or did you experience any difficulty in reading the book? Can you recommend the book? Are there any qualifications to note?

ADLER'S GUIDELINES ON AGREEING AND DISAGREEING WITH AN AUTHOR

Note: The following is taken from Adler and Doren's (1972), How to Read a Book. (revised). Ultimately a reviewer can either agree or disagree with the author's main argument. (Adler admits that in some cases it may be necessary to withhold judgment so one can study the issue more before rendering a judgment.) When a reviewer generally agrees with the main argument, Adler outlines three possible options:

1. Basic Agreement without qualifications.
2. Agreement as far as the book goes--the analysis is correct, but incomplete. The author has not solved all the problems he or she started with
3. Agreement with the overall argument, but there is disagreement on a minor issue (see below for what kind of disagreements Adler identifies).

When a reviewer generally disagrees with the main argument, Adler also outlines three possible options. Also, a reviewer may agree with the main argument, but disagree with some sub-points for which these same categories of disagreement apply. Adler notes, "When you disagree, do so reasonably, and not disputatiously or contentiously" (145):

1. Disagreement with the argument because the author is uninformed, lacking information relevant to the problem. (Yet, is this an intentional or unintentional omission?)
2. Disagreement with the argument because the author is misinformed and in error, asserting "what is not the case" (157). The facts are wrong.
3. Disagreement because the author's argument is illogical, the reasoning is fallacious. The conclusions cannot follow from the reasons offered (non sequitur), or the conclusions are inconsistent with other conclusions in the book. When possible, identify the specific logical fallacy(ies). (For help here, see Weston 2000 or Booth et al. 1995).

A final note: Do you have any personal reactions to the book? What are they based on specifically? Also be careful that underlying reactions do not pervade the texture and tone of your review. Be honest, yet fair and gracious. Avoid the crimes identified by John Timmerman, "Reforming the Reviewers" Christian Scholars Review, 30 (3), Spring 2001, 323-28:

(a) Misunderstanding author’s intention about the book or proposing how the book should have been written;
(b) Quoting out of context;
(c) Wrong passion—the review is mainly about reviewer's prejudices or the review "gushes" as if it was a publisher's publicity piece, and
(d) "Ego" centered review (too many "I"s).

Please keep the focus on the book and not on the reviewer. Does the tone of your writing appear objective, fair and gracious? Is the writing style appropriate for the readership?

**Resource texts**

