CED 565 – Family Spiritual Journeys
Fall 2013/MVNU
July 8th-Oct 1st; Intensive Aug 19-23

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 G. Blevins, Ph.D.  Email: dgblevins@nts.edu
Office Phone: 816.268.5481
Office Hours: by appointment

Catalog Description
A study of the various spiritual journeys families may take in light of the social influences that nurture or challenge spiritual growth. Particular attention paid to formational practices that shape and/or nurture family spirituality.

Course Narrative & Rationale
Studies of spirituality often focus on people's personal journeys or upon communities of faith expressed through the church or other religious organizations. However, the family has often served as the crucible for formation both within and among people. How do we understand the spiritual journeys that families undertake? How do the narratives of family life shape their identity as a people under God’s grace? Are there specific practices within the family that prove spiritually nurturing? How do we nurture families and provide resources and guidance for their continued growth as expressions of the domestic church? How do we empower them to support and minister to and for the family of God? This course assists in our discernment and formation of family spirituality as well as our empowerment of families as expressions of God’s missional heart on behalf of the church. As an intensive the course uses advance reading, seminar interaction, and micro-teaching sessions.
Degree Objectives
The MACFD Degree Program affords participating students opportunities to meet the following ministry objectives:

1. Develop a practical theology of Christian ministry consistent with his or her theological heritage and vision of the transformed life.
2. Discern the various developmental and cultural forces that influence people's lives in their growth along the life course, and design appropriate ministry strategies that forms persons into ongoing faithful disciples.
3. Cultivate practices and abilities necessary for skillful performance of age-level and family ministries, for educating the laity in faithful discipleship, for guiding relationships in the church, for spiritual and professional development, and for engaging in theological discernment of sound educational practice.
4. Exhibit a capacity and desire for growth in the context of ministry through research and leadership; demonstrating a spirit of integrity, openness, cooperation, and care in ministry.

Course Outcomes
Upon completion of the course students should demonstrate:

1. An ability to identify and name basic frameworks for understanding family in general and for naming one’s own family heritage. CA&R 1-2
2. An ability to identify and practice strategies for teaching/facilitating in family settings. CA&R 1 & 7
3. An ability to describe Christian points of intersection in the midst of these concepts and practices. CA&R 1,3,6
4. An ability to engage in detailed research in the nature and practice of one aspect of family ministry for faithful Christian practice. CA&R 1,4
5. An ability to envision a Christian discipleship most appropriate for responding faithfully in the midst influences that shape family life. CA&R 1,5,7

Church of the Nazarene COSAC Competencies
CP26 Ability to develop and utilize existing ministry forms for age level ministry (such as worship and Bible teaching, specialized ministry*, family nurture and formation, team development and teacher education, curriculum planning and assessment, etc.) by which individuals, families, and congregations may be formed into Christlikeness CA&R 1-3,5
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 CA&R 1,4,6,7
### Required Texts & Course Materials

<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
<th>Pgs</th>
<th>ISBN (13 characters)</th>
<th>Publisher</th>
<th>Copyright Date</th>
<th>List price</th>
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<tbody>
<tr>
<td>In the Midst of Chaos: Caring for Children as Spiritual Practice</td>
<td>Bonnie Miller-McLemore</td>
<td>250</td>
<td>978-0787976767</td>
<td>Jossey Bass</td>
<td>2007</td>
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<td>Parenting is Your Highest calling and 8 Other Myths That Trap Us in Worry and Guilt</td>
<td>Leslie Leyland Fields</td>
<td>200</td>
<td>978-1400074204</td>
<td>Waterbrook Press</td>
<td>2006</td>
<td>14</td>
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<td>Making a Home for Faith Revised and Updated</td>
<td>Elizabeth Caldwell</td>
<td>100</td>
<td>978-0-8298-1769-0</td>
<td>Pilgrim Press</td>
<td>2007</td>
<td>16</td>
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<td>Family Crucible: The Influence of Family Dynamics in the Life and Ministry of John Wesley</td>
<td>Anthony Headley</td>
<td>175</td>
<td>978-1606080016</td>
<td>Wipf and Stock</td>
<td>2010</td>
<td>22</td>
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### Recommended Texts & Course Materials

Additional readings provided by the instructor including Moodle resources.

### Course Outline

**Unit 1:** Discerning Family Spiritual Journeys  
**Unit 2:** Forming and Resourcing Family Spiritual Journeys  
**Unit 3:** Families and the Family of God: learning and ministering together

### 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. **DO 1-3; CO 1-5; CP26-27**
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 asked to post preliminary insights from the reading as assigned in pre-intensive and post-intensive sessions.

2. Family Reflection paper (50 points): Students will be asked to write a 1000-1200 word (4-6) page personal reflection identifying their own family spiritual heritage. **DO 4; CO 1; CP26**

3. Family listening papers (200 points): Each student will interview two families outside their own kinship network, attending to that families’ spiritual journey, and write a 750-1250 word (3-5) reflection paper of each interview. **DO 2-3; CO 3, 5; CP26**

4. Research topic or ministry implementation plan: (250 points) Each student will select one key issue intersecting with course content and explore it to a greater depth providing either a research paper or a ministry plan intersecting the spiritual journeys of families with the family of God. Preliminary approval of the topic and a working Bibliography must be submitted prior during the intensive. If presented as a paper will be 2500-3000 words (10-12 pages) in length, reflecting sound research methods including: establishing a key thesis for the paper, establishing backing and warrants for the thesis as well as providing qualifications as necessary, and following Turabian form and style. **DO 4; CO 4; CP27**

5. Comprehensive essay (100 points). At the end of the semester the student will write a 1000-1500 word (4-6 pages) summative essay giving their own approach nurturing family journeys that will guide future ministry. This summative paper may draw from sources within the class but should reflect the student’s synthesis of the material presented in class and will be used as part of the oral debriefing the last week of class. **DO 1; CO 5; CP26**

6. Family Resource Page (50 points): Students will be asked to participate in the development of a new ministry website on Faithful Homes: [http://faithfulhomes.org/](http://faithfulhomes.org/) at the end of the intensive. More information will be provided in the class. **DO 3; CO 3; CP27**

7. Comparative Book Review (150 points). Students will submit a 1750-2500 word (7-10 pages) comparative book review of Miller-McLemore *In the Midst of Chaos* and Wigger’s *The Power of God at Home*. See rubric at below **DO1, CO 2, 5; CP27**
Distribution of Student Learning Hours

SUMMARY

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<tr>
<th>Activity</th>
<th>Pre-Seminar Hours</th>
<th>Seminar Hours</th>
<th>Post-Seminar Hours</th>
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<td>Face-to-face Seminar Sessions</td>
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<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>4</td>
<td>3</td>
<td>7</td>
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<tr>
<td>Reading</td>
<td>38</td>
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<td>50</td>
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<tr>
<td>Writing</td>
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<td>12</td>
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<td>Other Assignments and Learning Activities</td>
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<td>0</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td>TOTAL</td>
<td>49</td>
<td>50</td>
<td>29</td>
<td>138</td>
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Method for Submitting Assignments

Please use the assignments section of Moodle unless otherwise directed.

Form and Style Expectations

Students will follow Turabian Form and Style where expected.

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

Online posting after the assigned week will not be graded. All research/project work is due 11:55 PM of the date assigned unless designated due in-class. All coursework is due when assigned.

Additional Costs

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)

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 for 8 hrs of a one week module or is absent (does not participate) four or more weeks of the pre/post module, 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.

Audio and Video Recordings
In order to foster a safe learning environment in which various viewpoints are respected, audio or video recordings or transcripts thereof by students is prohibited without the permission of the faculty member in charge of the course. If permission is granted, redistribution of these recordings or transcripts thereof outside the scope of the course is prohibited.

Students enrolling in videoconferencing courses or participating in certain synchronous Moodle activities should be aware that their images and voices will be transmitted digitally through the videoconferencing equipment and may be recorded. Continued enrollment in these courses constitutes willingness to participate in the class with these conditions. If you have privacy concerns, please discuss your enrollment with the Registrar.

Appendices

WRITING A COMPARATIVE BOOK REVIEW

(Guidelines adapted from Christian Education Journal available online at http://wisdom.biola.edu/cej/downloads/cejbookreviewguide.pdf)

Use the following guidelines, particularly the use of comparative understandings before moving to interaction and evaluation, in writing your comparative review. 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). 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 each author (comprehension), and then interacting and evaluating the quality of argumentation (analysis of reasoning and rhetorical methods) particularly in conversation with each other. With comparative reviews often the task is to provide an abbreviated understanding and then focus on the relationship between the texts, particularly how their argumentation may serve each other and the reader when taken as a “set” of texts. Reviews can take on various formats. However, in general, a summary of each book will precede the evaluation component where the two books are assessed in light of each other and in light of the class focus. Remember, in a comparative review, the focus remains on the interpretation of how the two texts inform each other once the writer demonstrates their understanding of each text.

A. UNDERSTANDING
Before evaluating a book, we first must understand it. This aspect is more descriptive and factual—preferably 30-40% of the review for both texts. Summarize the subject matter and contents of the books. Give the reader a sense of the scope of the whole work.

A1. Overview: What is the main subject matter or topic of each 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?)?

A2. 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 each book? Have the authors’ intentions been clearly understood?

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 and in relation to the other text. This aspect is an essential contribution that transforms plain "book summaries" into a "comparative 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 each author and his or her qualifications to write his or her specific book?

B2. Assessment of the Argument: How well did the authors develop the arguments to support the main conclusions, claims, proposals? How well did the authors deliver on their 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? How might the different books complement, critique, challenge, resolve issues both within and between
the texts? For points of important disagreements, 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 the class perspective (theological and theoretical frameworks):** What theological or theoretical perspective is/seems to be evident in the books and how do they relate to the class (specific themes or general focus of the course)? From what perspective do the authors address 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 and also with the focus of the course as you understand it (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 books?

**B4. Contribution:** Is there a real need for either book in combination with each other? Why? Are there distinctive or novel contributions/proposals in either book worth mentioning, conceptually or practically? (Note those particularly of personal interest to you) Any quotes worth including? How does the specific contents of either text relate within the broader context of books from the same field of study? Do the authors 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 conclusions of either book or their focus in tandem? 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)? Do you privilege one book over the other or see them working in a particular light? (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 either 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 books 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

Adler, Mortimer J. and Charles Van Doren's (1972), How to Read a Book. (revised). New York: Simon and Schuster
### Working Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Module/Theme</th>
<th>Reading</th>
<th>Class Assignments</th>
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</thead>
<tbody>
<tr>
<td>Wk 1</td>
<td>Introduction</td>
<td>Syllabus and Supplement</td>
<td>Post an introduction giving a brief background on your family heritage online by Wed. 11:55 pm How would you define “family?” Submit a 200 word post by Friday 11:55 pm</td>
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<td>July 9</td>
<td>Wk 2</td>
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<td>Family Stories</td>
<td>Garland 1-122</td>
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<td>Read the assigned materials, submit a 200 word post by Wed 11:55 pm, submit a 50-100 reply to at least two students by Friday 11:55 pm</td>
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<tr>
<td>Wk 3</td>
<td>Family Practices</td>
<td>Garland 123-228</td>
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<td>July 23</td>
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<td>Read the assigned materials, submit a 200 word post by Wed 11:55 pm, submit a 50-100 reply to at least two students by Friday 11:55 pm</td>
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<tr>
<td>Wk 4</td>
<td>Not all Journeys are alike</td>
<td>Jordan 1-101</td>
<td>Read the assigned materials, submit a 200 word post by Wed 11:55 pm, submit a 50-100 reply to at least two students by Friday 11:55 pm</td>
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<td>July 30</td>
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<tr>
<td>Wk 5</td>
<td>Journeys and Ministry</td>
<td>Headley (book)</td>
<td>Read the assigned materials, submit a 200 word post by Wed 11:55 pm, submit a 50-100 reply to at least two students by Friday 11:55 pm <strong>Personal reflection</strong> identifying their own personal cultural heritage due in class Due Sat August 10th to the assignments tab</td>
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<td>Wk 6</td>
<td>Comparative Book Review Working week</td>
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<td>Wk 7</td>
<td>Family Responsibilities</td>
<td>Garland review</td>
<td>Family Interview due in Class</td>
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<td>20</td>
<td>Home as center for Family Practice</td>
<td>Headley/Jordan Miller-McLemore Fields (selected readings)</td>
<td>Comparative Book Review due in Class</td>
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<td>21</td>
<td>Home as center for Family Formation</td>
<td>Wigger Roberto selections</td>
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<td>22</td>
<td>Family Practice and Church Life: Ministry</td>
<td>Caldwell</td>
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<td>23</td>
<td>Faithful Homes</td>
<td>Roberto selections</td>
<td>Faithful Homes Family Resource Sheet due and discussion of major projects</td>
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<tr>
<td>Wk 8</td>
<td><strong>Reading and Research Week</strong></td>
<td></td>
<td>Use this week to begin Research or outline your ministry plan for the class.</td>
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<tr>
<td>Aug 26</td>
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<tr>
<td>Wk 9</td>
<td>Family and Church Together</td>
<td>Fields &amp; Roberto Selections (selected readings)</td>
<td>Read the assigned materials, submit a 200 word post by Wed 11:55 pm, submit a 50-100 reply to at least two students by Friday 11:55 pm</td>
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<td>Sept 3</td>
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**Unit 1: Discerning Family Spiritual Journeys**

**Unit 2: Forming and Resourcing Family Spiritual Journeys**

**Unit 3: Families and the Family of God: learning and ministering together**
| Wk 10 Sept 10 | Researching ministry | Family Interview due
| Post initial insights from your Research Paper/Ministry plan by Wednesday 11:55 pm, post comments to at least two classmates by Friday 11:55 pm |
| Wk 11 Sept 17 | Research/Ministry Presentation & discussion | Research paper/Ministry plan due in class. Semester Assignments Due September 22\(^{nd}\), no late papers accepted past this point. Post a version to the assigned forum by Tuesday 11:55 pm. Students will be assigned to read at least one project and post comments by Friday 11:55 pm. |
| Wk 12 Sept 24 | | Comprehensive Essay due Friday September 29th |