



CEDI 9402 Family Ministry in Church Life
New Orleans Baptist Theological Seminary
Discipleship and Ministry Leadership Division
Fall 2019
(9/5, 10/3, 11/7, 12/5)

Donna B. Peavey, BS, MRE, ThM, PhD
Professor of Christian Education
New Orleans Baptist Theological Seminary
Dodd 109
3939 Gentilly Blvd.
New Orleans, LA 70126
Office: (504) 282-4455 ext.3741
dpeavey@nobts.edu

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church.

The Purpose of the Course

This seminar is designed to survey contemporary family life and to investigate discipleship strategies and developmental concerns involved in family living. The role of family ministry in the local Baptist church in addressing these needs is stressed. The course will emphasize the seminary's current core value focus assigned annually by the Administrative Council.

Core Values

The seminary has five core values. The focal core value for 2019-20 is *Spiritual Vitality*. This course supports the five core values of the seminary.

Spiritual Vitality – We are a worshipping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.

Curriculum Competencies Addressed

This course will address the following curriculum competencies:

1. *Interpersonal Skills*: To perform pastoral care effectively, with skills in communication and conflict management.
2. *Disciple Making*: To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
3. *Servant Leadership*: To serve churches effectively through team ministry.

Course Description

This seminar is designed to survey contemporary family discipleship ministry and developmental concerns involving preschoolers, children, youth and parents. Needs that can be addressed through family ministry and discipleship endeavors in local Baptist churches are identified and researched. Special attention is given to introduction to current literature in the field. Family discipleship projects are developed and evaluated.

Student Learning Outcomes

Upon completion of this seminar, you will be able to demonstrate:

1. Understanding of concerns that may be addressed through family ministry in the church.
2. Understanding of a selected family ministry topic
3. Skill in developing a family ministry/church model appropriate for a local church.

Required Readings

Anthony, Michael J. and Michelle. *A Theology for Family Ministry* Nashville, TN: B&H Academics. 2011.

Anthony, Michelle, and Megan Marshman. *7 Family Ministry Essentials: A Strategy for Culture Change in Children's and Student Ministries*. Colorado Springs, CO: David C. Cook, 2015. ISBN-13: 978-0781412971. Kindle available.

Balswick, Jack O. and Judith K. Balswick. *The Family: A Christian Perspective on the Contemporary Home*. 4d ed. Grand Rapids, MI: Baker Academic, 2014.

Cave, Preston. *Family Ministry That Counts: A Fresh, Simple Approach to Growing Your Youth and Family Ministries through the Gospel*. Granbury, TX: Ministry Cue Publishing, 2018. ISBN-13: 978-1642543698. Kindle available.

Jones, Timothy, and John Trentham. *Practical Family Ministry: A Collection of Ideas for Your Church*. Nashville, TN: Randall House Publications, 2015. ISBN-13: 978-089265987 – Kindle available.

Renfro, Paul, Brandon Shields, and Jay Strother. *Perspectives on Family Ministry: 3 Views*. Edited by Timothy Paul Jones. Nashville, TN: B&H Academic, 2009.

Shirley, Chris. *Family Ministry and the Church*. Nashville, TN: Randall House Publications, 2018. ISBN-13: 978-0892654727. Kindle available.

Stinson, Randy, and Timothy Paul Jones. *Trained in the Fear of God: Family Ministry in Theological, Historical, and Practical Perspective*. Grand Rapids, MI: Kregel Academic, 2011.

Suggested Reading

Garland, Diana. *Family Ministry: A Comprehensive Guide*. 2d. ed. Downers Grove, IL: InterVarsity Academic Press, 2012.

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Pyrczak, Fred, and Randall R. Bruce. *Writing Empirical Research Reports: A Basic Guide for Students of the Social and Behavioral Sciences*. 6th ed. Glendale, CA: Pyrczak Publishing, 2007.

Assignments and Evaluation Criteria

1. Required Texts Summaries (15%)

Due: September 5

Write a 1.5 to 2-page summary for each assigned text (8) including:

- Bibliographic information (at the top of the page)
- Biographical information of the author
- An annotated bibliography (one paragraph)
- A minimum of 10 talking points – key ideas, observations, insights and criticisms - that show you have thought seriously and critically about the readings. (This can be a bullet list)
- Two to three study guide questions suitable for preparation for a doctoral program oral exam.

Submit to Assignments on Blackboard. *This assignment is related to SLO #1.*

2. Text Discussion (10%)

Due: September 5

Lead a 20-minute discussion on an assigned text(s). Assignments will be made by the professor.

- Formulate several questions pertaining to the text(s) on which you will lead discussion. The questions should challenge seminar participants to deepen their understanding of the issue the author is discussing, to clarify and complete their understanding of the author's central argument, to critically assess the adequacy of that argument, or to compare the author's position with that of another author we will have read. The questions should be clearly and concisely formulated. In other words, you should have a good reason for asking the question. *This assignment is related to SLO #1.*

3. Participation in Discussion (10%)

Due: September 5

Engage in critical discussions of texts and peer presentations by cooperating with the discussion leader, listening to peer statements and thoughtfully analyzing and responding to those statements, as discussion is paramount to the learning experience. Each seminar participant will conduct a 15-minute response to a presentation (see Presentation Response, pg. 11) which will be determined by the professor. *This assignment is related to SLO #1.*

4. Family Ministry Analysis, Evaluation, Recommendations (10%) **Due: October 3**

Analysis and Evaluation

Conduct an analysis (study the structure and content - objective) and evaluation (judge the quality – subjective) of each of the following elements of the family ministry of your current church:

- The family ministry model utilized by the church. (Refer to *Perspectives on Family Ministry: 3 Views*.)
- The church's traditions

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- Components of the family ministry (What are you “doing”? Programs, etc.)
 - Are you doing the right kind of things? Are the programs in line with the church’s mission and goals?
 - Are you doing the right things in the right way? Are you operating the ministry programs in accord with the mission and core values?
- Biblical integrity/Theological soundness
- Budget allocation
- Disciple making (define the characteristics of a maturing disciple in this evaluation)
- Value to the local church

Recommendations

After considering the analysis and evaluation of the family ministry of your church, make specific recommendations for its enhancement. Provide a rationale for each recommendation. *This assignment is related to SLO #3.*

5. Family Ministry Presentation (10%)

Due: October 3

Conduct a one-hour presentation of your family ministry analysis, evaluation, and recommendations. Presentations must include a visual (PowerPoint, Prezi, etc.), addressing the component parts. Presentations will be given in an order determined by the professor. Refer to [Presentation Zen](#) for best practices in presentation design. *This assignment is related to SLO #3.*

6. Analytical Research Paper and Presentation

Due: See Below

(Paper = 25%, Presentation = 10% Total: 35%)

Research Paper

Write a 35-40 page analytical research paper. Topics will be assigned on a first-come first-served basis and may not be duplicated. Review texts, internet sites, and academic journals for topics of interest. Topics include, but are not limited to, the following. If you desire to research a topic not on the list, submit it for approval.

Parenting of preschoolers (birth – 5)

Parenting of children (6-12)

Parenting of youth (13-18)

Adoption

- domestic (private/open, non-foster)
- international/adoption of orphans

Alcohol and Substance Abuse

Social Media/Technology

Family worship (not family devotions)

- Church (congregational)
- Home

Parenting emerging adults (19+)

Grandparenting

Domestic Violence

Ministry to single parents

Marriage enrichment

Foster care families

- adoption through foster care

Blended Families

Pornography

Family missions and ministry opportunities

Special Needs (developmental, physical, emotional)

- Child

- Adult

Sex education

Ministry to the elderly

Conduct a thorough investigation in order to analyze a problem, not just describe it. The goal is to provide the reader an overview of primary and secondary sources on the selected issues. *The thesis statement is a significant part of the analytical research paper.*

The research paper should include the following sections:

- *Abstract:* Present the work in 150-200 words. Write it *last*. The abstract should reflect all main aspects of your work: thesis statement, sources, findings, and conclusions.
- *Introduction:* Provide your readers with background information regarding the topic. Why is this important to study? What is the problem being investigated? State the problem clearly and concisely. Describe previous studies related to your topic and how they correlate with your methods and chosen theme.
- *Literature Review:* An analytical paper requires relevant, authoritative, and reliable sources. What is already known about this problem or situation? The literature review should demonstrate that your analytical paper is not baseless.
- *Research Design/Methodology:* Explain how you gathered the data.
 - *Participants:* Who were the participants (no names!)? How did you select them?
 - *Materials (Instrument):* Utilize an instrument to measure your research question. If using an established survey, document permission to use (if necessary), and the reliability and validity of the instrument. If you construct an instrument, time may constrain your ability to fully validate. Establish a level of face validity by establishing a panel of experts in the field to evaluate your instrument in order to determine if it will measure what you are attempting to measure. Include their responses as appendices of the final paper.
- *Procedure:* Describe exactly how the research was conducted.
- *Results:* Report the findings of your study. State the findings in a logical sequence without bias or interpretations. Display your findings - consider diagrams, charts, tables.
- *Discussion:* Interpret and describe the significance of your findings in light of what was already known about the research problem. Explain any new understanding or insights that emerged as a result of your study. What did the data indicate? Present how the results of your work are relevant and important for future investigations. Provide recommendations for further research. *Include implications from your findings for the discipleship strategy in the church.*
- *Conclusion:* Synthesize key points in one or two well-developed paragraphs. Highlight key findings in your analysis or results section. Answer the “So what?” question. *Avoid presenting new information in this section.*
- *Appendices:* Include the survey instrument in an appendix.
- *Bibliography:* Sources may include books, periodicals, (online) journals, electronic databases, and interviews.

This assignment is related to SLO #2.

Section Submission Timeline:

Topic Selection

Due: August 29

Submit your selected topic request to the professor via email by 8/29 – *one week before the first seminar meeting.*

Research Question

Due: September 5

Develop an analytical research question to present at the first meeting of the seminar. Consider the materials you reviewed. Ask yourself a question relating to your topic of choice. This question will guide your research and lead to the thesis statement of your paper. This question simply asks what you are trying to discover.

Thesis Statement

Due: September 5

Develop a thesis statement. This statement defines what you will be presenting in your paper. The thesis statement essentially answers the research question.

Literature Review

Due: October 31

*Develop a literature review of at least twenty pages, organized in a categorical arrangement to address the chosen topic, to present in the *second seminar meeting*. The review should be submitted to Blackboard (Assignments) *one-week* prior to the seminar.*

Methodology/Results/Discussion/Conclusion:

Due: November 28

*These sections of the paper should total fifteen to twenty pages (excluding appendices and bibliography). ***Post the ENTIRE PAPER (from Abstract to Bibliography) on the designated Discussion Board and also submit under Assignments one week prior to the seminar meeting.****

*All seminar participants will read each paper, complete the *Research Doctoral Paper Evaluation (Peer Review)* form, and be prepared to engage in the discussion. **You will be assigned one paper for which you will be the responder/reviewer.***

Presentation

Conduct a 45-minute presentation of your research and guide a 15-minute discussion following, responding to questions from members of the seminar. Presentations must include a visual (PowerPoint, Prezi, etc.), addressing the component parts. Presentations will be given in an order determined by the professor.

Presentation Response

*A 15-minute response from a designated seminar colleague will follow each presentation, utilizing the *Research Doctoral Paper Evaluation (Peer Review)* form posted on Blackboard under Assignments.*

Evaluation

Required Text Summaries	15%
Text Discussion	10%
Participation in Discussion	10%
Ministry Analysis & Evaluation	10%
*Presentation	10%
Literature Review Presentation	10%
Research Paper	25%
Research Presentation	10%

Seminar Meeting Schedule

Date	Time	Assignment
9/5	1:00-6:00	Text Discussions and Review of Research Questions
10/3	1:00-6:00	Family Ministry Presentations & Discussions
11/7	1:00-6:00	Literature Review Presentations & Discussions
12/5	1:00-6:15	Research Presentations

Course Policies

Academic Policies: Academic policies relating to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [*New Orleans Baptist Theological Seminary Graduate Catalog*](#).

Absences: Absences are not permitted. You must see the Associate Dean, Research Doctoral Programs, for any exception to this policy.

Academic Honesty Policy: All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Assignment Formatting: Unless otherwise noted, all assignments are to be created in Turabian format. All written assignments must be Word documents, written in third person unless otherwise instructed, and created in 12 pt. Times New Roman font. PDFs will be accepted.

Assignment Grading: Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments.

Assignment Submission: All assignments are to be submitted to Blackboard by 11:59 p.m. of the due date unless otherwise indicated. Do not send files as attachments via email to the professor. For technical reasons, this mode of file transmission is extremely inefficient.

Cell phones: Phones must be silenced during class time. The use of a cell phone for the purposes of texting, email or other social media is not permitted. Anyone who is observed text messaging or using an electronic device during class may be asked to drop the course.

Classroom Decorum: Your participation is required for every session. You are expected to:

- Come to the sessions with a constructive point of view, prepared to interact with the readings and resources related to the course topic.

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- Dress appropriately and in accordance with the NOBTS Student Handbook.
- Turn off cell phones and not accept any calls and/or text messages during class.
- Utilize laptops and other technology for class purposes only.
- Maintain confidentiality when someone shares personal information.

Grading Scale: Your final grade will be based on your total accumulation of points as indicated under the Learning Activities and Assessments section of this syllabus according to the grading scale in the NOBTS 2019-2020 catalog.

A 93-100 B 85-92 C 77-84 D 70-76 F 69 and below

Laptops: Laptops may be used in class only for taking notes and other activities assigned by the professor. Other activities are strictly prohibited. Laptops may not be open during presentations unless requested by the presenter. Anyone observed using a laptop in a way that violates this policy may be asked to drop the course.

Late Assignments: Late assignments will not be accepted unless an extreme situation occurs. Approval to submit a late assignment must be obtained.

Netiquette: Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Plagiarism: NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Recording Policy: Recordings of class, including any audio and/or video recordings, regardless of the media or format, and regardless of the intended or actual use, are not permitted without prior written permission of the professor. The class will be notified in advance should any such recording be approved. This policy is intended to protect the privacy of the students.

Revision of the Syllabus: The course syllabus is not a legal contract. Any syllabus revision will be preceded by a reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the professor. Notice of such changes will be by announcement in class or by email notice.

Withdrawal from the Course: The administration has set deadlines for withdrawal. These dates and times are published in the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor can't issue a withdrawal. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in the course if you choose not to attend once you are enrolled.

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Additional Information

Blackboard and SelfServe: You are responsible for maintaining current information regarding contact information on Blackboard and SelfServe. The professor will utilize both to communicate with the class. Blackboard and SelfServe do not share information so you must update each. Assignment grades will be posted to Blackboard.

Correspondence with the Professor: Every effort is made to respond to emails and phone calls within 24-48 hours, excluding weekends. Please feel free to contact the professor(s) with any question you may have regarding this course.

Help for Writing Papers at “The Write Stuff”

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> . You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

Hurricane/Severe Weather Evacuation: For up-to-date weather information stay tuned to:

- WBSN FM-89.1
- WWL Channel 4
- WWL AM-870
- www.nobts.edu

Mandatory Evacuation: Hurricane season lasts from June 1 to November 30. If the Mayor or the President of NOBTS recommends that you leave the city, then do so. If a mandatory evacuation is called everyone except emergency personnel must leave. Staying on campus is not an option. See the *Student Handbook* for further information regarding hurricane preparedness, evacuation, and shelter.

NOBTS Emergency Text Messaging Service: Once you have established a SelfServe account you may sign up for the NOBTS emergency text messaging service by going to <http://nobts.edu/NOBTSEmergencyTextMessage.html> .

Special Needs: If you need an accommodation for any type of disability, please set up a time to meet with the professor(s) to discuss any modifications that you may need and we are able to provide.

Technical Support: For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

- Selfserve@nobts.edu - Email for technical questions/support request for help with the site (Access to online registration, financial account, online transcript, etc.).
- BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard System.
- [Student Bb Help](#) - Visit for student assistance in using Blackboard.
- ITCSupport@nobts.edu – Email for general technical questions/support requests.

- www.NOBTS.edu/itc/ - View general NOBTS technical help information on this website.

Student Services

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/student-services, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/student-services/counselingservices.html
Women's Programs	womensacademic@nobts.edu	504.282.4455 x3334	www.nobts.edu/women

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



TWITTER.COM/NOBTS



INSTAGRAM.COM/NOBTS



FACEBOOK.COM/NOBTS

Research Doctoral Paper Evaluation (Peer Review)

Title of Paper _____

Course: _____ Date _____

Submitted by _____ Reviewed by _____

CATEGORY	Unacceptable (Below Standards) 1 point	Acceptable (Meets Standards) 2 points	Good (Occasionally Exceeds Standards) 3 points	Excellent (Exceeds Standards) 4 points	SCORE
Introduction	Does not adequately convey topic. Does not describe subtopics to be reviewed. Lacks adequate theses statement.	Conveys topic, but not key question(s). Describes subtopics to be reviewed. General theses statement.	Conveys topic and key question(s). Clearly delineates subtopics to be reviewed. General thesis statement.	Strong introduction of topic's key question(s), terms. Clearly delineates subtopics to be reviewed. Specific thesis statement.	
Focus & Sequencing	Little evidence material is logically organized into topic, subtopics or related to topic. Many transitions are unclear or nonexistent.	Most material clearly related to subtopic, main topic. Material may not be organized within subtopics. Attempts to provide variety of transitions.	All material clearly related to subtopic, main topic and logically organized within subtopics. Clear, varied transitions linking subtopics, and main topic.	All material clearly related to subtopic, main topic. Strong organization and integration of material within subtopics. Strong transitions linking subtopics, and main topic.	
Literature Sources	Few sources supporting thesis. Sources are insignificant or unsubstantiated.	Sources generally acceptable but not peer-reviewed research (evidence) based.	Sources well selected to support thesis with some research in support of thesis.	Strong peer reviewed research based support for thesis.	
Conclusion	Does not summarize evidence with respect to thesis statement. Does not discuss the impact of researched material on topic.	Review of key conclusions. Some integration with thesis statement. Discusses impact of researched material on topic.	Strong review of key conclusions. Strong integration with thesis statement. Discusses impact of researched material on topic.	Strong review of key conclusions. Strong integration with thesis statement. Insightful discussion of impact of the researched material on topic.	
Grammar & Mechanics	Grammatical errors or spelling & punctuation Substantially detract from the paper.	Few grammatical, spelling or punctuation errors interfere with reading the paper.	Grammatical, spelling, and punctuation errors are rare and do not detract from the paper.	The paper is free of grammatical, spelling, and punctuation errors.	
Format and Writing Style	Errors in style detract substantially from the paper. Word choice is informal in tone. Writing is choppy, with many awkward or unclear passages.	Errors in style are noticeable. Word choice occasionally informal in tone. Writing has a few awkward or unclear passages.	Rare errors in style that do not detract from the paper. Scholarly style. Writing has minimal awkward or unclear passages.	No errors in style. Scholarly style. Writing is flowing and easy to follow.	
Citations & References	Reference and citation errors detract significantly from paper.	Many references or citations missing or incorrectly written.	Few references or citations missing or incorrectly written.	All references and citations are correctly written and present.	
Total Points:					

Title of Paper _____

MAJOR Format errors:

- _____ Reference errors: (ABC order, 1:1 reference/citation)
- _____ Punctuation and capitalization errors
- _____ Citation errors: (incorrect author order, incorrect *et al.* usage)
- _____ Title page (header, spacing, contents, etc.)
- _____ Table of contents page (headings, spacing, page numbers etc.)
- _____ Numbers
- _____ Verb problems: (verb tense, verb-subject-article agreement)
- _____ Pronoun errors: (which, that, who, whom)
- _____ Format errors: (incorrect line, letter, word spacing, pagination)
- _____ Use of Abbreviations or numerals to start sentences
- _____ Undefined abbreviations
- _____ Nonprofessional writing/tone
- _____ Lack of empirical evidence for points made
- _____ Other: _____

MINOR Format errors:

- _____ Wrong font/wrong size font/wrong color font
- _____ Inappropriate use of a secondary source (lack of "cited in...")
- _____ Inappropriate use of personal pronouns, excessive abbreviations
- _____ Occasional problems with hanging indents
- _____ Using ampersands in text
- _____ Widows and Orphans
- _____ Margins and header spacing
- _____ Other: _____

Notes or Comments.