



CESR 9301 PhD Reading Colloquium

Ministry Context & Practice: Adult, Family, and Social Work

New Orleans Baptist Theological Seminary

Christian Education Division

Dr. Randall L Stone, Director of D.Ed.Min Program
Associate Professor of Christian Education
rstone@nobts.edu Office: (504) 282-4455 ext.8158

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.

Purpose of the Course and Core Value Focus

This seminar is designed for doctoral students for the purpose of orienting the student to the broad area of Christian Education Ministries. The social work section of the colloquium will focus on the specific areas of social work as they apply to Christian Education. The purpose will be to enhance the student's understanding of the world confronting the Christian educator and to equip him/her to effectively impact this world. The adult/family life section of this colloquium will focus on an introduction to these two areas. Particular areas of interest and concern will be introduced by the professor. Participants will be expected to formulate and express ideas to address these concerns through the local church.

Core Values

Doctrinal Integrity – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

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

Mission Focus – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. For 2012-2013 academic year that Core Value is *Servant Leadership*.

Curriculum Competencies Addressed

This course will address the following curriculum competencies:

1. *Biblical exposition*: Students will expand their familiarity and knowledge of biblical passages related to the field of Christian education.
2. *Theological and historical perspective*: Students will learn the historical context of disciplines within the field of Christian education and evaluate them within a biblical and Christian framework.
3. *Interpersonal relationships*: Students will increase the perceived value of appropriate and significant relationships within families, churches, and communities.
4. *Spiritual and character formation*: Students will learn the principles from the disciplines studies that encourage spiritual growth and promote Christ-like living.

Learning Objectives

By the end of this seminar, the student should be able to:

1. Understand the world confronting the Christian educator.
2. Formulate a personal view of the relationship between Christian education and society.
3. Articulate personal values related to social conditions
4. Be aware of current issues in adult and family life education.
5. Formulate and articulate plans to address these issues in and through the church.

Course Teaching Methodology

This course will utilize a lecture and interactive discovery-learning format.

Assignments and Evaluation Criteria

Assignment Formatting

- Unless otherwise noted, type all assignments according to Turabian format.

Required Assignments Summary

Teaching Method. This course will be taught through:

1. Independent reading and evaluation
2. Online dialog with other students and professor
3. On-campus discussion of texts led by students and facilitated by the professor.
4. Preparation of an annotated bibliography of the reading list (individually).

Course Methodology

1. Discussion of texts led by students and facilitated by the professors.
2. Each student will prepare a book response for each textbook and a discussion guide for the two assigned textbooks.

Course Evaluation

Book Responses	40%
Discussion Guides	40%
Class facilitation/participation	20%

Seminar Assignments

Class Facilitation/Participation

- Each student is expected to participate fully in all colloquium sessions having read assigned texts before the session. Each student will lead the discussion for the two books assigned.

Book Responses

- Each student should prepare a 3-page response for each textbook. These responses are due at the session when the book will be discussed. Responses will be evaluated by the professors.
- A book response (review) is a critical commentary, which involves more than simply summarizing the contents (i.e. don't scan the book and the back cover and look for good quotes to make us think you've read the book—read, underline, outline, take notes, and interact as you read).

Content: The narrative should address the following issues:

- Clear statement of the author's thesis or central argument. Why was the book written? For whom was the book written?
- Citing of material (evidence) that supports the thesis. (You do not have to use direct quotes. Whatever information you use cite parenthetically, i.e. (77-78).)
- Assessment of whether the author succeeded in achieving the purpose of the book.
- Identify the major strengths and weaknesses of the book.
- Locate reviews of the book and summarize some of the viewpoints held by other persons who have evaluated the material.
- Indication of your reaction to the book; how the book has/has not contributed to your insights concerning the subject of the book and your personal ministry. (Were you prompted, influenced, impacted, outraged, ambivalent, and/or disinterested by the author's presentation—did you experience change?).

Discussion Guides

- Each student should prepare a 4-6 page **Discussion Guide** for assigned textbooks. The **Discussion Guide** should include an abstract, key concepts, brief chapter summary and questions designed to generate group discussion and reaction. The Discussion Guides are due at the session when the books will be discussed. The guides will be evaluated by the professors.

Colloquium Meetings

8-11 a.m. on February 15, April 5, and May 3, 2013. Location to be determined.

Required Texts

The following text and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

Social Work Ministries

Jackson, Harry R. and Tony Perkins. *Personal Faith Public Policy*. Mark Lake, FL: FrontLine, 2008.

McInnis-Dittrich, Kathleen. *Social Work with Older Adults, 3d ed.* Boston: Pearson Education, Inc., 2009

Putnam, Robert D. and David E. Campbell. *American Grace: How Religion Divides and Unites Us*. New York, NY: Simon and Schuster, 2010.

Saleebey, Dennis. *The Strengths Perspective in Social Work Practice, 6th ed.* Boston: Pearson Education, Inc., 2012.

Scales, T. Lane and Michael S. Kelly. *Christianity and Social Work: Readings on the Integration of Christian Faith and Social Work, 4th ed.* Botsford, CT: North American Association of Christians in Social Work, 2012.

Adult Ministries

Brookfield, Stephen D. *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom, 2d ed.* San Francisco: Jossey-Bass, 2006.

Franck, Dennis. *Reaching Single Adults: An Essential Guide for Ministry*. Grand Rapids: Baker Books, 2007.

Gilligan, Carol. *In a Different Voice*. Cambridge, MA: Harvard University Press, 1993.

Houston, James M. and Michael Parker. *A Vision for the Aging Church: Renewing Ministry for and By Seniors*. Downers Grove, IL: InterVarsity Press, 2011.

Knowles, Malcolm S., Elwood F. Holton, III, and Richard A. Swanson. *The Adult Learner, 7th ed.* Burlington, MA: Elsevier, 2011.

Family Ministry

Amato, Paul, David Johnson, and Stacy Rogers. *Alone Together: How Marriage in America is Changing*. Cambridge, MA: Harvard University Press, 2007.

Anthony, Michael and Michelle Anthony. *A Theology for Family Ministries*. Nashville: B & H Publishing, 2011.

Balswick, Jack O., and Judith K. Balswick. *The Family: A Christian Perspective on the Contemporary Home, 3d ed.* Grand Rapids, MI: Baker Academics, 2007.

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

Renfro, Paul, Brandon Sheilds, and Jay Strother. *Perspectives on Family Ministry: Three Views*. Nashville, TN: B&H Academic, 2009.

Instructions for enrolling in NOBTS Blackboard

(Note: you must be on a computer with Internet access and be connected to the Internet to access NOBTS – Blackboard.)

Step 1: Open your web browser to the seminary home page at <http://www.nobts.edu>

Step 2: Click on the **Blackboard** tab.

Step 3: a. When the new page opens, log in on your account proceed to Step 6. If you do not have an account choose the **Create Account** button on the left.

Step 4: Enter in your information. (Note: Fields with a red asterisk are required fields). When finished entering your information, click **Submit**.

Step 5: When the next page loads, confirming your registration, click **OK**. (Note: You only need to create one account on NOBTS Blackboard. You do not need a new account for each class.)

Step 6: Now, your personal NOBTS – Blackboard home page should appear. To enroll in a class, click on the **Courses** tab at the top of the page.

Step 7: Click on **Browse Catalog Section**, then click on **NOBTS Main Campus and Extension Center**. Choose and click **Doctoral**. Click on **Research Doctoral**.

Step 8: When you find your course, click on the **Enroll** button on the right hand side of the screen. You're course is **CESR9301**.

Step 9: Click **Submit**.

Step 10: Click **OK** when the confirmation page appears.

Schedule/Assignments

Date	Textbook Author(s)	Students Assigned to Facilitate/Book Discussion
February 15	<i>The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom, 2d ed.</i> Brookfield, Stephen D.	
February 15	<i>Reaching Single Adults: An Essential Guide for Ministry.</i> Franck, Dennis.	
February 15	<i>In a Different Voice.</i> Gilligan, Carol.	
February 15	<i>A Vision for the Aging Church: Renewing Ministry for and By Seniors.</i> Houston, James M. and Michael Parker.	
February 15	<i>The Adult Learner, 7th ed.</i> Knowles, Malcolm S., Elwood F. Holton, III, and Richard A. Swanson.	
April 5	<i>Personal Faith Public Policy.</i> Jackson, Harry R. and Tony Perkins.	
April 5	<i>Social Work with Older Adults, 3d ed.</i> McInnis-Dittrich, Kathleen.	
April 5	<i>American Grace: How Religion Divides and Unites Us.</i> Putnam, Robert D. and David E. Campbell.	
April 5	<i>The Strengths Perspective in Social Work Practice,</i> Saleebey, Dennis	
April 5	<i>Christianity and Social Work: Readings on the Integration of Christian Faith and Social Work</i> Scales, T. Lane and Michael S. Kelly.	
May 3	<i>Alone Together: How Marriage in America is Changing.</i> Amato, Paul, David Johnson, and Stacy Rogers.	
May 3	<i>A Theology for Family Ministries.</i> Anthony, Michael and Michelle Anthony.	
May 3	<i>The Family: A Christian Perspective on the Contemporary Home, 3d ed.</i> Balswick, Jack O., and Judith K. Balswick.	
May 3	<i>Family Ministry: A Comprehensive Guide, 2d ed.</i> Garland, Diana R.	
May 3	<i>Perspectives on Family Ministry: Three Views.</i> Renfro, Paul, Brandon Shields, and Jay Strother.	