



CEDI 9402 Family Ministry in Church Life
New Orleans Baptist Theological Seminary
Church Ministries Division
Spring 2022
(1/27, 2/24, 3/24, 4/28)

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Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

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 edition available.

Balswick, Jack O. and Judith K. Balswick. *The Family: A Christian Perspective on the Contemporary Home*. 5th ed. Grand Rapids, MI: Baker Academic, 2021. ISBN-13: 978-1540963000

Hunter, Ron. *Recalibrate: A New Measure for Family Ministry*. Nashville, TN: Randall House Publications, 2019. ISBN-13: 978-1614841067. Kindle edition available.

Jones, Timothy, and John Trentham. *Practical Family Ministry: A Collection of Ideas for Your Church*. Nashville, TN: Randall House Publications, 2015. ISBN-13: 978-0892659876 – Kindle edition available.

Renfro, Paul, Brandon Shields, Jay Strother, Kevin Jones, Randy Stinson, and Timothy P Jones. 2019. *Perspectives on Family Ministry: 3 Views*. Nashville, Tennessee: B&H Academic. ISBN-13: 978-1535933360. Kindle edition available.

Shirley, Chris. *Family Ministry and the Church: A Leader's Guide for Ministry Through Families*. Nashville, TN: Randall House Publications, 2018. ISBN-13: 978-0892654727. Kindle edition 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. ISBN-13: 978-0825439070.

Suggested Reading

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

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: Jan. 27

Write a 1 to 1.5-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: Jan. 27

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 Discussions/Presentation Response (10%)

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.

Conduct a 15-minute presentation response (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: Feb. 24

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
- 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 best 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 the enhancement of its model and elements. Provide a rationale for each recommendation. *This assignment is related to SLO #3.*

5. Family Ministry Presentation (10%)

Due: Feb. 24

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 *CEDI 9402 Family Ministry in Church Life*

<https://www.presentationzen.com/> 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

Conduct research and write a 35 to 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 related to family ministry. Topics include, but are not limited to, the following.

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

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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: January 20

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

Research Question

Due: January 27

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: January 27

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: March 24

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

Methodology/Results/Discussion/Conclusion:

Due: April 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 Discussions and Presentation Response	10%
Ministry Analysis & Evaluation	10%
*Presentation	10%
Literature Review Presentation	10%
Research Paper	25%
Research Presentation	10%

Seminar Meeting Schedule

Date	Time	Assignment
1/27	1:00-6:00	Text Discussions and Review of Research Questions
2/24	1:00-6:00	Family Ministry Presentations & Discussions
3/24	1:00-6:00	Literature Review Presentations & Discussions
4/28	1:00-6:15	Research Presentations & Responses

Course Policies

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 or PDF documents, written in third person unless otherwise instructed, and created in 12 pt. Times New Roman font. (Hint: PDF preserves the formatting).

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

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

- Come to the class with a constructive point of view, prepared to interact with the readings and resources related to the course topic.
- 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.
- Use laptops appropriately during class.

Disabilities and Accommodations: New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, jnave@nobts.edu, 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for “special” accommodations on a case by case basis pursuant to the criteria enumerated above.

Electronic Devices: Electronic devices 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. Phones must be silenced during class time. Any student found violating this policy may be asked to leave class and will be counted absent

Grading Scale: Your final grade will be based on your total accumulation of points as indicated under the *Assignments and Evaluation Criteria* section of this syllabus according to the grading scale in the NOBTS 2013-2014 catalog.

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

Late Assignments: Only under extreme circumstances, and with prior approval, will a late assignment be accepted. No assignments will be accepted more than two weeks after the original due date. Missed presentations may not be made up.

Netiquette: Appropriate Online Behavior: Each student is expected to demonstrate appropriate Christian behavior when working online. 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: A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are strictly forbidden. *Although anything cited in three sources is considered public domain, we require that all sources be cited.* Any infraction will result in failing the course. Any infraction will be reported to the Dean of Students for further action.

Professor's Absence or Tardiness: If the professor is late in arriving to class, you must wait a full 20 minutes after the start of class before you may leave without being counted absent, or you must follow any written instructions that may be given to you.

Recording Policy: Student 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 Seminar: 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.

Additional Information

Blackboard and CampusNexus Student (CNS): You are responsible for maintaining current information regarding contact information on Blackboard and CNS. The professor will utilize both to communicate with the class. Assignment grades will be posted to Blackboard. You will be enrolled in the course on 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.

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: Sign up for the NOBTS emergency text messaging service at <http://nobts.edu/NOBTSEmergencyTextMessage.html>

Office Hours: Hours are posted outside the office door. Email the professor to arrange a meeting outside of posted hours.

Student Wellness: Take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your academic and ministry goals and cope with stress. All of us benefit from support during times of struggle. Helpful resources are available on campus and an important part of the seminary experience is learning how to ask for help. Asking for support sooner rather than later is almost always helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. The Dean of Students office is here to help and may be contacted at 282-4455, ext.3283 or deansec@nobts.edu. The Leeke Magee Christian Counseling Center may be contacted at 504-816-8004 or lmccc@nobts.edu. Consider reaching out to a friend, faculty or family member you trust for help getting connected to the support that can help.

Technical Support: Need technical assistance? Contact the ITC today:

BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.

ITCSupport@nobts.edu - Email for general technical questions/support requests. 504-816-8180. Call for any technical questions/support requests.

www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website. If you experience any problems with your Blackboard account you may email BlackboardHelpDesk@nobts.edu or call the ITC at 504-282-4455, ext. 8180.

Writing Style Guide

A copy of the approved NOBTS Style Guide can be found in the course Blackboard shell, or can be located online at the Writing Center's page on the seminary website at:

<https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>

Help for Writing Papers at "The Write Stuff"

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

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 thesis statement.	Conveys topic, but not key question(s). Describes subtopics to be reviewed. General thesis 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.