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# CD 615 XL Discipleship Development in the Family

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**ASBURY THEOLOGICAL SEMINARY**  
**Department of Christian Education**  
**CD 615XL -Discipleship Development in the Family (3 hours)**  
**Fall 08**

**ONLINE COMMUNICATION GUIDELINES**

This class uses Moodle, an open source course management system for online learning. Following registration in the course, you may access the class site through the Asbury OneATS website: <http://one.asburyseminary.edu/> In addition to specific course content and learning activities, each course retains several common online forums.

- Course Related: Contains items related specifically to the course
- Course News and Announcements: Contains news items for the course, like due dates
- Syllabus: Contains copy of syllabus
- To Professor: Private communication between student and faculty
- Course Questions: Repository of questions posted by the students related to the course
- Community Related: Contains items related to community building and social connection
- Prayer Forum: We understand that real life happens while you are taking this class. Please use this forum to support, pray, and care for each other.
- Open Forum: Use this forum to discuss anything from sports, to doctrine, to jokes to personal information.

**SUPPORT**

For general questions and administrative assistance regarding the ExL program, contact Dale Hale at [ExL\\_Office@asburyseminary.edu](mailto:ExL_Office@asburyseminary.edu) or phone 859-858-2393.

For technical support, library research support, library loans, and ExL media, contact Information Commons at [Info\\_Commons@asburyseminary.edu](mailto:Info_Commons@asburyseminary.edu) or phone 859-858-2233 toll-free 866-454-2733.

**ACCESSING INFORMATION COMMONS (LIBRARY) MATERIALS:**

**General Questions:** The Information Commons is a "one-stop shop" for all student research, circulation, and technical needs. The Information Commons hours are posted here: <http://www.asburyseminary.edu/information/hours>.

**Materials Requests:** To search the library catalog for available materials, go to: <http://www.asburyseminary.edu/information>

ExL Students may request books, photocopies or emailed attachments of journal articles/portions of reference books from Asbury Seminary's Library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.

ExL students are encouraged to make use of local library resources. Students who live within a 50 mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.

**Research Questions:** ExL students are encouraged to contact the Information Commons for research assistance including help choosing a paper topic, determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other library materials.

**Online Databases:** To access the online library resources including the library catalog and full-text journal databases, go to <http://www.asburyseminary.edu/information> and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0's to the front to make a 10-digit number (20000XXXXX where XXXXX = your student id).

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## COURSE OVERVIEW

### Course Description

A study of the relationship of the church to the home in the joint enterprise of strengthening the family, nurturing children and bringing them to mature Christian discipleship. Special attention is given to the contemporary threats to family life and the emerging needs of the family.

### Course Focus

(Professor narrative) "We may not all be fathers and mothers but we are all sons and daughters." This simple phrase provides the beginning point for family ministry. Regardless of the community we now inhabit, we all have had "family" to some extent. Unfortunately, Congregational discipleship for families, a practice that predates Christian community, tends to fall on rocky ground in our contemporary world. Even "family values" churches often find themselves fragmenting families from the moment they enter the foyer to the moment they depart for home. Even when "family-friendly policies" guide the congregation, people may be excluded if we draw the "family" circle too tightly or ignored if we draw the circle too broadly. Yet families and churches exist in a symbiotic relationship, both reliant upon the grace of God and the presence of the Holy Spirit to provide Christ-like sustenance and support. This course begins with understanding the nature and purpose of families both in our personal lives and in the Biblical life of the church. It proceeds to explore both contemporary strengths and challenges to families and offers strategies to both diagnose basic, life-cycle oriented, family issues as well as address special, situational, family needs. The class seeks to offer faithful approaches to family ministry in response to the leadings of the Holy Spirit. Since families (like churches) are by nature complex creations, ministry must

demonstrate discerning and innovative approaches; drawing upon familial strengths, at the same time offering both formative practices and transformative opportunities.

### **Instructor**

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### **Course Objectives**

The student showing competence in this class will be able to:

1. Develop a comprehensive definition of family.
2. Explore the role of family from a biblical/theological perspective.
3. Recognize the historical influences that shape the church's response to family.
4. Describe sociological and developmental trends that are changing the definition, structure, and outcomes of the contemporary family.
5. Identify the various forces at work in the church that either impede or encourage ministry to families.
6. Deepen an understanding of parent-child attachment and deprivation and their developmental effects on individuals.
7. Identify family systems and the consequent roles they create for members in those systems.
8. Image the components of healthy families and marriages and how to encourage their growth.
9. Recognize the power and potential of congregational communities to intervene and empower those suffering from family loss, tragedy, and pain.
10. Create congregational strategies for ministering to families.

### **Textbooks:**

Anderson, Herbert, Don S. Browning, Ian S. Evison and Mary Stewart Van Leeuwen, Eds. *The Family Handbook*. Louisville: Westminster/John Knox Press, 1998 ISBN 0664256902 (299 pages)

Balswick, Jack O. and Judith Balswick. *The Family: A Christian Perspective on the Contemporary Home*. 2nd Ed. Grand Rapids: Baker Books, 1989. ISBN 0801021855 (363 pages)

Elkind, David. *Ties that Stress: The New Family Imbalance*. Cambridge, MA: Harvard University Press, 1994. ISBN 0674891503 (230 pages)

Fosarelli, Patricia d. *Family Ministry Desk Reference: Holistic Responses to Contemporary Challenges*. Louisville: Westminster/John Knox Press, 2003 ISBN 066422668X (126 pages)

Garland, Diana R. *Sacred Stories of Ordinary Families*. San Francisco: Jossey Bass, 2003. ISBN 0787962570 (244 pages)

Jordon, Merle R. *Reclaiming Your Story: Family History and Spiritual Growth*. Louisville: Westminster/John Knox Press, 1999. ISBN 0664256414 (103 pages)

Joy, Donald. *Empower Your Kids to be Adults*. Napanee: Indiana, 2000. ISBN 1928915019 (116 pages). OR, Thompson, Marjorie J. *Family the Forming Center*. Revised and updated. Nashville: Upper Room Books, 1996. ISBN 0835807983 (160 pages)

**If you have read one of these texts and/or have reason that you want to focus on a particular topic not covered by these texts I will allow some substitutions.**

### **Recommended but NOT REQUIRED**

Andrew Weaver, Linda Revilla and Harold Koenig, *Counseling Families Across the Stages of Life*  
Nashville: Abingdon, 2002 ISBN 0687084156 (250 pages)

Garland, Diana. R. *Family Ministry: A Comprehensive Guide*. Downers Grove, IL: InterVarsity Press, 1999. ISBN 0830815856 (601 pages)

### **Tentative Course Plan (with major assignments)**

- Module One: Defining Family, personal and communal  
Personal or Congregational Assessments due (formative extends to module two)
- Module Two: Biblical and Theological perspectives on families and Family Ministry  
Personal or Congregational Assessments due (formative)
- Module Three: Contemporary challenges to families and strengths in local families  
Comparative Book Review Due (Summative)
- Module Four: Cycles of family life and family ministry  
First research paper due (Summative)
- Module Five: Various challenges to family life
- Module Six: Comprehensive ministry for/with the family  
Family Curricular Project (Summative)  
Final Research Paper Due (Summative)

### **Course Requirements:**

All assignments/online postings **due at 11:00 pm Eastern Time on or before the date assigned**

**Class participation: (150 pts)** Class participation directly relates to your activity in on-line discussion and group conversations during the semester (see Expectations below). Students are expected to post to general discussion assignments as assigned in the modules and respond to at least two other student posts within two days of the initial post date depending on the groups they are working within. In addition students will participate in creating a group project that will focus class resources toward a corporate project.

### **Major Assignments during the semester (850 points)**

#### **1) Preliminary Projects/Contextual Reflection Papers (due Sept 22<sup>nd</sup> and Oct 6<sup>th</sup>)**

- a) **Personal Assessment (2-3 pages):** The student will explore their own family background (both in light of their current family and their family of origin) and assess their own pre-understandings of how a family should live. (50 points)
- b) **Preliminary Congregational Assessment (2-3 pages):** The Student will provide a preliminary assessment of their congregational context to determine the level of family friendly practices. (50 points)

**2) An eight-ten page comparative review** of David Elkind's *Ties that Stress: The New Family Imbalance* and Diana R. Garland's *Sacred Stories of Ordinary Families* (150 points) **Due Sept. 29<sup>th</sup>**

**3) Two Research papers** (5-8 pages each, 150 points each, 300 total points) Choose two papers from the three domains of family ministry listed below. Each domain includes two options. You may not do two options from the same domain. Papers must use 3-5 substantive research sources beyond course texts commensurate with graduate education (research journals, commentaries, substantive overviews/texts) with bibliographic citations and notations consistent with Turabian/Chicago Manual of Style.

- A Biblical-Theological Overview of the Family from either a 1) a Biblical Perspective or 2) a specific doctrinal consideration (Trinity, Salvation, etc.) with implications for a contemporary understanding of family life education
- A treatment of family issues through either 1) a social-historical study of a key family issue (marriage, role of children, etc.) or 2) a church plan for dealing with a specific family crises (Fosarelli) detailing particular challenges and suggesting guidelines for congregational response
- A practical approach to 1) developing a spiritual formation plan or rule for a family unit with specific guidelines for family practice or 2) a developed program overview of an age-level related family ministry in a local church

**Papers due Nov. 1<sup>st</sup> and Dec. 8th**

**4) Group Online Curricular Project (200 pts):** Students will work together in small groups to create a teaching project addressing a key theme in Family Ministry. The project may arise from contextual assessments and should serve as a resource the students can use following the class. Guidelines will be developed in conversation with project developments. Your goal will be to create a curriculum that will lead a church in assessing and implementing a family ministry. Since you are from different churches part of the curriculum must first provide a church with the means of determining their needs in ministry and then offering a "sampler" of approaches including some identified issues that your group thinks represent good family ministry. The curriculum may be implemented in a retreat setting, as a series of workshops or seminars, or in some other format (website, program book, etc.). The material needs to not be exhaustive in scope but substantive and reflect the consensus of the group. A group grade will be assessed as part of your class participation grade. **Final Draft due Dec. 1<sup>st</sup>**

**How To Submit Work:** Individual work should be submitted to the designated course site.

## **Grading:**

**1) Class participation.** The ExL environment requires the active participation of all of us. However, I do not want you to post statements just for the sake of posting, but I envision a lively debate/discussion. This part of the evaluation covers your postings in both your general class discussion forums and small group participation. Just to let you know, I am not going to grade by counting the number of questions/responses that you post. I am going to grade by the consistency of participation and by the quality of the comments. By consistency, I mean weekly, on-going engagement with the class through each module, including working within the time limits of the module. By quality, I mean a) summarizing key insights from the reading, or b) raising of questions, and c) critical and creatively engaging the assumptions of the authors read. General comments classified as "atta-boy" or "atta-girl" affirmations (I "like" what you say, I "appreciate" your perspective) will not be counted as posts unless you also indicate the substantive content that prompted the affirmation. In addition, I will occasionally assign experiential projects that involve interviewing and summarizing the insights of others in light of the course content. You will find a rubric at the end of the syllabus that gives you a better idea how I assess online material. I want to grade as fairly as possible. **Late contributions: It is crucial that you post on time with both individual and group online discussion.** All assignments are due on or before the date/time assigned. Late posting during the week receives a 15% reduction and no late posts will be accepted toward grading when a new class week begins. Student contributions on the group project is graded both

on product (final document) and process (your substantial contributions to the group) so you need to be intentional in contributing regularly to the group process (for the sake of the group grade and your individual grade).

**2) Written Assignments:** Similar to others at Asbury, I subscribe to a theory of grading that uses the designations *formative* and *summative* for grading. **Formative grading** essentially allows me to offer you feedback without the necessity of assigning a letter grade or point total to every activity. Theoretically, this should allow you to learn the material without fear/pressure of “getting it right the first time.” The various short assignments in the first half of the semester may have my comments but will also be marked credit/no credit accordingly to let you know if you need to resubmit. These early assignments will allow you to develop your skills of discernment and allow me to offer you substantive feedback so that you can shine on the summative assignments later in the term. In other words, I work under the assumption that your work will improve over the course and thus only your best work will be assigned a letter grade. **Summative assessments**, particularly of graded reading and research projects, will be evaluated according to the rubric provided at the end of this syllabus.

**3) Assignment Returns:** I pledge that I will **return your assignments within one week** from the due date for a given assignment.

**1000-926: A 925-901: A-**  
**900-875: B+ 874-826: B 825-801: B-**  
**800-775: C+ 774-726: C 725-701: C-**  
**700-675: D+ 674-626: D 625-600: 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)

**Promptness:** The instructor will provide both “timely” and “substantive” feedback to students regarding their assignments. “Timely” response means that for assessments of student work during the course of the academic term, the professor will have work marked, graded, and returned within one week of its submission; if the class has more than 40 students, the professor may take up to two weeks. In addition, the professor will provide “substantive” feedback that alerts students to what they have done well and how they might improve their performance in subsequent work. Late papers will not receive written feedback, nor is the professor bound to meet the one week turnaround.

**Inclusive Language:** Students are urged to use inclusive language wherever possible both in their oral and written work/participation. This guideline is intended to help sensitize the Asbury Theological Seminary community and to provide help in moving beyond our present habits to more just expressions (FH).

**Academic Integrity:** The standards of conduct that are articulated in the Asbury Theological Seminary’s Student Handbook concerning academic matters are important to the integrity of our community and the high ethical standards we expect of those who are preparing for Christian ministry. Abuse of these policies will be handled as stipulated in the handbook.

**Special Accommodation:** Students needing special accommodations for this class should notify the professor no later than the first day of the course.

**Plagiarism:** Plagiarism is the presenting of another’s ideas or writings as one’s own; this includes both written and oral discourse presentations. Response to plagiarism may include requiring an assignment to be redone, automatic failure of a course or, in some extreme cases, recommended dismissal from the Seminary (FH). Please make sure any borrowed material is properly documented.

**Incompletes:** “A grade of ‘I’ denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment” (Catalog, 29)

### Tentative Course Plan

Date	Module/Theme	Reading	Class Assignments
	<b>Module 1</b>		
Wk 1 Sept 1	Defining Family, personal and communal	Introductory Lecture <i>Reclaiming Your Story: Family History and Spiritual Growth</i> 21-41	<b>Preliminary Projects/Contextual Reflection Papers (due Sept 22<sup>nd</sup> and Oct 6<sup>th</sup>)</b> <b>1) Personal Assessment (3-5 pages):</b> The student will explore their own family background (both in light of their current family and their family of origin) and assess their own pre-understandings of how a family should live. (50 points)
Wk 2 Sept 8		<i>The Family: A Christian Perspective on the Contemporary Home</i> pp. 17-51 <i>The Family Handbook.</i> Pp. 21-33; 63-104	
	<b>Module 2</b>		<b>2) Congregational Assessment (3-5 pages):</b> The Student will assess one congregation to determine the level of family friendly practices and suggest new methods of developing family ministry in that congregation. (50 points)
Wk 3 Sept 15	Biblical and Theological perspectives on families and Family Ministry	Bridge Lecture <i>The Family Handbook.</i> 195-274	
Wk 4 Sept 22		<i>The Family Handbook.</i> 274-299	
	<b>Module 3</b>		Comparative Book Review <b>An eight-ten page comparative review</b> of David Elkind’s <i>Ties that Stress: The New Family Imbalance</i> and Diana R. Garland’s <i>Sacred Stories of Ordinary Families</i> (150 points) Due Sept. 29th
Wk 5 Sept 29	Contemporary challenges to families and strengths in local families	Bridge lecture <i>Ties that Stress: The New Family Imbalance.</i> And <i>Sacred Stories of Ordinary Families</i>	
	<b>Module 4</b>		
Wk 6 Oct 6	Cycles of family life and family ministry  Marriage	Bridge Lecture <i>The Family: A Christian Perspective on the Contemporary Home</i> 59-97, <i>The Family Handbook.</i> 3-20, 107-131	
Wk 7	Parenting	<i>The Family: A Christian</i>	



Oct 13		<i>Perspective on the Contemporary Home 103-181</i> <i>The Family Handbook. 132-145</i>	
Wk 8 Oct 20	Family History	<i>Reclaiming Your Story: Family History and Spiritual Growth</i>	
Wk 9 Oct 27	Ministry Search		<b>* First research paper due (Summative) Nov 1<sup>st</sup></b>
	<b>Module 5</b>		
Wk 10- Nov 3	Various challenges to family life  Stress and Dissolution	<i>The Family: A Christian Perspective on the Contemporary Home 292-324</i> <i>Family Handbook. 34-50</i>	
Wk 11- Nov 10	Special Issues	<i>Family Ministry Desk Reference: Holistic Responses to Contemporary Challenges</i> (entire text) <i>The Family Handbook. 146-193</i>	
	<b>Module 6</b>		
Wk 12 Nov 17	Comprehensive ministry for/with the family	Bridge Lecture <i>The Family: A Christian Perspective on the Contemporary Home 329-363</i> <i>Empower Your Kids to be Adults. OR, Thompson, Marjorie J. Family the Forming Center</i>	
Wk 13 Nov 25	Fall Break		
Wk 14 Nov Dec.1	Semester in Review	Group Projects and discussion	<b>Group Presentation Due Dec. 1<sup>st</sup></b>
Week 15 Dec. 8	Final Exam	Summarization and Evaluation	<b>* Final Research Paper Due (Summative) Dec. 8<sup>th</sup> ATS evaluation materials</b>

### Online Postings Rubric

	<b>Poor</b>	<b>Below Average</b>	<b>Average</b>	<b>Great</b>
Participation and Initiative Shown	Rarely participates in discussion; does not make an effort to participate; seems indifferent	Limited initiative, does not post minimum requirement; occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Posts minimum requirement; attempts to direct the discussion and to present relevant viewpoints for consideration by group	Demonstrates good self-initiative; posts frequently; attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely
Relevance of Posts	Posts responses which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most responses are short in length and offer no further insight into the topic	Frequently posts responses that are related to discussion content; prompts further discussion of topic	Consistently posts responses related to discussion topic; cites additional references related to topic to further discussion
Clarity of opinions/ideas; connection to topic	Does not express opinions or ideas clearly; evidences grammatical/spelling mistakes	Unclear connection to topic evidenced in minimal expression of opinions or ideas; occasional spelling/grammatical errors	Opinions and ideas are stated clearly; occasional lack of connection to topic; well-written and presented	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic; well-planned
	3 points	5 points	7 points	9-10 points
Totals				

# Grading Rubric for Reading and Research

Student \_\_\_\_\_

Preliminary Considerations	Cognitive Levels (Reasoning)	Recognition & Recall	Comprehension	Analysis	Synthesis	Evaluation	Comments
Target Level		1	2	3	4	5	
	<b>Reading/ Research Indicators</b>						
Point/ percentage of writing	<b>Overview of writing or introduction to paper</b>	Able to identify/ state key claim(s) of reading/ paper	Able to explain claims in clear & concise manner	Able to indicate how key claim develops through reading/writing	Relates Key Claim to Class focus	Indicates importance of material to Class focus	
Point/ percentage of writing	<b>Primary review/ development of writing</b>	Identifies primary support claims and backing	Able to define clearly & concisely support claims, backing, and qualifications	Able to identify warrants & assumptions support claims & backing	Relates support claims to each other and to class focus	Able to show relative strengths and weaknesses of support claims	
Point/ percentage of writing	<b>Personal Interaction</b>	Connects specific claims to personal interaction	Demonstrates why claim elicits response	Reflection nuances range of writings support claims	Reflection indicates sources that endorse/dispute writing	Reflection references constructive alternatives or application	
	<b>Argumentation Level</b>	<b>Attention</b>	<b>Structure</b>	<b>Response</b>	<b>Detail</b>	<b>Demand</b>	
Target Level		1	2	3	4	5	
Point/ percentage of writing	<b>Form &amp; Style Level</b>	Demonstrates standard form (pagination) and clear writing style	Consistent outline with headings and subheadings detailing development of argument	Forceful writing with consistent documentation at key claims and clear transitions and anticipates qualifications	Documentation addresses supporting claims & backing internally with detailed transitions and intersects with issues in class	Wide range of academic sources with strong rhetorical skills at each level. Clearly identified audience to elicit response	
	<i>Surprise Factor</i>						
<b>Total point/ percentage</b>							