



PROFESSOR

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1. COURSE DESCRIPTION

This course explores the history of families in the church with an emphasis on developing biblically- and theologically-rooted models for family ministry in local churches. Topics include family in biblical theology, adoption in church history, and the Christian family as a means for Gospel proclamation (3 hours). *THIS COURSE MUST BE TAKEN CONCURRENTLY WITH THE CONNECTING CHURCH AND HOME CONFERENCE; WHEN STUDENTS REGISTER FOR 45900 IN THE FALL 2011 SEMESTER, THEY ARE AUTOMATICALLY REGISTERED FOR THE CONFERENCE. CONFERENCE FEES ARE INCLUDED IN THE COST OF THE COURSE.*

2. CLASSROOM VALUES

- As believers in Jesus, the goal of our development is to “have this mind, ... the very one that was in Christ Jesus” (Philippians 2:5). It is, after all, when we are most like Jesus that God is most glorified. Therefore, throughout this course, we will view one another with humility, valuing one another as persons created *imago Dei* in whom God is forming *imago Christi*. Our model for this sort of humility is the Trinity, wherein the Spirit submits his glory to the Son, the Son lives and dies to glorify the Father, and the Father—without compromising his headship within the Trinity—teaches, loves, and gives so that the Son is glorified (John 15:9-16, 26; 16:14; 17:1-5, 24).
- When we view one another with this sort of humility, there is no need to impress one another, no need to live under the tyranny of false and fallen selves. We can be honest with one another—about our jobs, about our churches, about our capacities, about the work that we have contributed to our assignments, about the tasks that we have completed, and about the ones that we have not.
- When our goal is not merely to receive a grade but to contribute to a shared learning experience that develops in us the mind of Christ, an intrinsic motivation should exist to demonstrate love to one another by participating fully, consistently, and wholeheartedly in each learning opportunity that this class presents.
- Your professor holds without reservation and without apology to the doctrinal commitments of the *Abstract of Principles* (1859) and the *Baptist Faith and Message* (2000) as accurately representing biblical truth. The professor’s understanding of the nature of Scripture is summarized in these confessional documents and in the

Chicago Statement on Biblical Inerrancy (1978). This course will be taught within the context of this set of confessional convictions as the professor joyfully submits himself to the accountability of Holy Scripture, of the churches of the Southern Baptist Convention, and of the administration and leadership of the Seminary.

3. OUTCOMES, OBJECTIVES, AND EVALUATION

PROGRAM OUTCOMES FOR DEGREES IN THE SCHOOL OF CHURCH MINISTRIES	COURSE OBJECTIVES FOR THE COURSE FAMILY IN CHRISTIAN THEOLOGY AND MISSION	EVALUATION METHODS FOR THE COURSE FAMILY IN CHRISTIAN THEOLOGY AND MISSION
<p><i>Desired Outcome</i> Be knowledgeable about Christian history and heritage.</p> <p>Be knowledgeable about family structures and models of ministry to families.</p>	<p><i>Knowledge</i> Students will become aware of historical and theological foundations for family ministry.</p>	<p><i>Reading Abstracts (25 points)</i> Engage in the following five readings, in this order: (1) Stinson and Jones 2011, Section 01. (2) Hellerman 2009. (3) Bakke 2005 or Bunge 2001 or Strange 1997 or Wood 1994. (4) Stinson and Jones 2011, Section 02. (5) Jones 2011. For each reading, write a one-to-two-page single-spaced abstract that summarizes what you learned from that book or portion of a book. <i>DUE UPLOADED TO COURSE WEBSITE THREE WEEKS AFTER THE FIRST DAY OF CLASS.</i></p>
<p><i>Desired Outcome</i> Understand the nature and mission of the church, and be able to implement a biblically-based theology of ministry.</p>	<p><i>Comprehension</i> Students will understand, from a theological perspective, why parents must function as primary faith-trainers and how a church can respond in a Gospel-centered way to spiritual orphans.</p>	<p><i>Biblical and Theological Foundations for Parents as Primary Faith-Trainers (25 points)</i> Prepare an attractive six-page handout that could be distributed at a church members' meeting that articulates clearly why—from a biblical and theological perspective—parents should function as primary faith-trainers in their children's lives, as well as articulating a plan for caring for spiritual orphans. This handout should be usable as a resource to provide to new members when they join your congregation, informing them clearly of the church's expectations for believing parents. The handout should draw clearly from readings in the abstracts assignment. <i>DUE UPLOADED TO COURSE WEBSITE FOUR WEEKS AFTER THE FIRST DAY OF CLASS.</i></p>

Desired Outcome

Develop a philosophy of Christian leadership which is founded upon biblical principles and which functions effectively in local church contexts.

Application and Analysis

Students will analyze their congregational contexts and identify specific challenges related to family ministry.

Conference Summary and Congregational Analysis (25 points)

This summary and analysis should include three segments: (1) A clear statement from the student that he or she attended *all sessions—including elective seminars and every plenary session!*—of the Connecting Church and Home Conference (less than one page); (2) a summary of all that was learned at the conference (three to five pages); and, (3) an analysis of specific areas in his or her church where family-equipping ministry can begin (four to six pages).

DUE UPLOADED TO COURSE WEBSITE FIVE WEEKS AFTER THE FIRST DAY OF CLASS.

Family Ministry Curriculum (25 points)

Study Burke 2006; Moore 2009; Section 03 of Stinson and Jones 2011, as well as reviewing all previous readings. Develop a six-week (or longer) curriculum which (1) trains parents to become primary faith-trainers in their children's lives, laying foundations for transition to a family ministry model, (2) develops foundations for a families-in-faith ministry to spiritual orphans and their families, and (3) develops foundations for an adoption ministry in your church. The last two components should clearly reflect awareness of Burke 2006 and Moore 2009. *DUE UPLOADED TO COURSE WEBSITE DURING FINAL EXAMINATION WEEK.*

Desired Outcome

Develop a philosophy of Christian leadership which is founded upon biblical principles and which functions effectively in local church contexts.

Application and Synthesis

Bringing together course readings and knowledge gained through the conference, students will develop a theologically-grounded curriculum that lays the foundation for a family ministry in which care for orphans is integral.

4. COURSE TEXTS

The following readings and resources are required. Textbooks can be purchased from the Seminary's bookstore or purchased through the bookseller of your choice. It is recommended you purchase these texts rather than borrowing them through interlibrary loan.

Trevor Burke. *Adopted into God's Family*. Downers Grove: IVP Academic, 2006.
Joseph Hellerman. *When the Church Was a Family*. Nashville: B&H Academic, 2009.
Timothy Paul Jones. *The Family Ministry Field Guide*. Indianapolis: WPH, 2011.

Timothy Paul Jones and Randy Stinson, eds. *Trained in the Fear of God*. Grand Rapids: Kregel Academic, 2011.
 Russell Moore. *Adopted for Life*. Wheaton: Crossway, 2009.

One of the following four texts:

O.M. Bakke. *When Children Became People*. Minneapolis: Augsburg, 2005.
 Marcia Bunge, ed. *The Child in Christian Thought*. Grand Rapids: Eerdmans, 2001.
 W.A. Strange. *Children in the Early Church*. Carlisle: Paternoster, 1997.
 Diana Wood. *The Church and Childhood*. Ecclesiastical History Society, 1994.

5. COURSE SCHEDULE

WHAT IS HAPPENING WHEN	WHAT IS DUE
FRIDAY, AUGUST 26, 2011 8:00a—12:00p: Foundations for Family Ministry (Timothy Jones) 12:30p—2:30p: Lunch (Question and Answer Lunch is required) 2:30p—4:00p: Check-in, gather exhibitor information, decide breakout sessions, engage in discussions (Pavilion and Heritage Hall) 4:00p—5:30p: Session I (Russell Moore) 5:30p—6:15p: Dinner 6:15p—7:00p: Book-signing at LifeWay 7:00p—8:30p: Session II (Randy Stinson)	BE IN CLASS READY TO LEARN WITH A PRINTED AND PRE-READ COPY OF THE SYLLABUS.
SATURDAY, AUGUST 27, 2011 8:00a—9:30a: Breakfast 9:15a—10:30a: Session III (Bill Farley) 10:45a—12:00p: Elective Seminar I 12:00p—1:00p: Lunch 1:00p—2:30p: Elective Seminar II 2:30p—3:30p: Session IV (Jimmy Scroggins) 3:45p—5:45p: Question and Answer 6:00p—8:00p: Practical Implementation of Family-Equipping Ministry (Timothy Jones)	IT IS HIGHLY RECOMMENDED THAT YOU DEVELOP YOUR SUMMARY AND ANALYSIS PAPER DURING THE CONFERENCE.
FRIDAY, SEPTEMBER 16, 2011	READING ABSTRACTS MUST BE UPLOADED TO COURSE WEBSITE.
FRIDAY, SEPTEMBER 23, 2011	SIX-PAGE HANDOUT MUST BE UPLOADED TO COURSE WEBSITE.
FRIDAY, SEPTEMBER 30, 2011	SUMMARY AND ANALYSIS MUST BE UPLOADED TO COURSE WEBSITE. DURING FINAL EXAMINATION WEEK, CURRICULUM MUST BE UPLOADED TO COURSE WEBSITE.

6. COURSE PROTOCOLS

6.1. LATE ASSIGNMENTS

Late assignments will not be accepted except by professor's PRIOR approval based upon extenuating circumstances deemed by the professor as severe.

6.2. RESPECT FOR DIVERGENT VIEWPOINTS

Students and faculty are to show appropriate respect for each other even when divergent viewpoints are expressed in the classroom. Such respect does not require agreement with or acceptance of divergent viewpoints.

6.3. PLAGIARISM AND CHEATING

Plagiarism is the theft or unattributed use of the intellectual property of another. Webster's Ninth New Collegiate Dictionary provides the following definition of the word "plagiarize": *To steal and pass off (the ideas or words of another) as one's own—to use (a created production) without crediting the source—to commit literary theft—to present as new and original an idea or product from an existing source.* Educators have a traditional concern that material be credited properly as a part of the learning process. To this view the Christian minister adds a commitment to the worth of persons, to the importance of the search for truth, and to the integrity of belief and behavior. The prohibition of theft, at least as old as the Ten Commandments, extends to the misrepresentation of an individual's most personal property: words and ideas. The Southern Seminary community considers plagiarism to be conduct inappropriate to a minister. It also identifies plagiarism as an offense against the community and, as such, cause for disciplinary action.

Whatever the type of borrowing or the context of its use, the appropriated material should be attributed to its source. At the least, the name of the individual or source should be given with the material. In less formal situations, it may be sufficient to say or write, "As ___ said ..." In formal writing there are standard formats for documenting sources. The guide to this type of documentation at Southern Seminary is *The Southern Manual of Style*.

At its core, plagiarism is at once an act of pride, covetousness, theft, and sloth—pridefully setting oneself up as having formulated an idea that belonged to someone else, desiring to possess that idea for oneself, ultimately stealing that idea for one's own purposes, and thereby avoiding a God-given opportunity for meaningful labor. This professor will deal firmly with any form of plagiarism. As such, if there is *any* doubt or even potential doubt as to whether an idea comes from you or from someone else, note and reference the "someone else"!

6.4. SPECIAL NEEDS

In order to ensure full class participation, any student with a disabling condition requiring special accommodations is strongly encouraged to contact the professor at the beginning of the course.

6.5. GRIEVANCES AND GRADE DISPUTES

Students with concerns or grievances should first consult with the Garrett Fellow, then directly with the professor involved. If this does not bring an appropriate solution to the grievance, the student should contact the Associate Dean for Master's Studies for the School of Church Ministries. In a case where the grievance involves the Associate Dean for Master's Studies, the student should contact the Dean of the School of Church Ministries for intervention.

GRADING SCALE

A	4.0 96-100	B	3.0 85-89	C	2.0 73-75	D	1.0 63-66
A-	3.7 93-95	B-	2.7 80-84	C-	1.7 70-72	D-	0.7 60-62
B+	3.3 90-92	C+	2.3 76-79	D+	1.3 67-69	F	0.0 0-59
WP	Withdraw Passing, granted only if all assignments due prior to withdrawal have been satisfactorily completed						
WF	Withdraw Failing						
I	Incomplete (No grades of incomplete will be issued for this course except in an extreme circumstances as determined by the professor.)						



Courseware and Copyright

COURSEWARE

This course syllabus and the accompanying course protocols are intended to reflect accurately all aspects of the course learning experience. However, the professor reserves the right to modify any portion of this syllabus as necessary because of events and circumstances that occur during the term.

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