



Ministry 301 - Course Syllabus

Course Title: *The Christian Family (3 Credits)*

Course Description: This course covers four areas of the Christian family: marriage, gender/sexuality, parenting, and vocation. The course is structured with lectures and discussions on these topics with an emphasis on personal application. Lectures will focus on biblical theology, church history, and the opportunities for ministry within contemporary culture. Readings are aimed at showing how each area of the Christian family contributes to the ministry of the gospel and the glory of Christ. Students will also interview Christian families who are seeking to sanctify their family for the sake of ministry. Evaluation will be based on weekly readings and quizzes, four vision papers (2-3 pages, one for each area), a practical summary of the class interviews, and a group discussion as a final exam.

Prerequisites: None

Instructors:

- Professor: Bob Snyder
 - Email: sbacademy1210@protonmail.com
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Course Materials:

- Bible (unless otherwise specified, you may use the translation of your choice)
 - Lecture notes and quiz blanks will use the ESV translation.
- This Momentary Marriage, John Piper, ISBN: 978-1-4335-3111-8
- What Is the Meaning of Sex? Denny Burk, ISBN: 978-1-4335-3609-0
- The Measure of a Man, Gene A. Getz, ISBN: 978-0-8007-2238-8
- Let Me Be a Woman, Elisabeth Elliot, ISBN: 978-0-8423-2162-4
- Anchoring Your Child to God's Truth in a Gender-Confused Culture, Gary Yagel, ISBN: 978-1-944964-14-6 (back cover) or 978-1-944964-33-7 (copyright page)
- Conscience, Naselli & Crowley, ISBN: 978-1-4335-5074-4
- Shepherding a Child's Heart, Tedd Tripp, ISBN: 978-0-9663786-0-3
- The Gospel at Work, Traeger & Gilbert, ISBN: 978-0-310-56207-8
- The Hospitality Commands, Alexander Strauch, ISBN: 978-0-93608-309-4
- The Treasure Principle, Randy Alcorn, ISBN: 978-1-59052-508-1

Class Time: Class meets once a week on Sundays from 4pm-7pm. Class takes place in Room 105 at Hope Community Church, located at 2100 Ellsworth Rd. Ypsilanti, MI, 48197. Class time is broken down into the following general schedule:

- Quiz (4:00 - 4:10)
- Review of Assignments (4:10 - 4:30)
- Lecture (4:30 - 5:20)
- Break (5:20 - 5:30)
- Lecture (5:30 - 6:25)
- Break (6:25 - 6:30)
- Discussion (6:30 - 7:00)

Assignments:

- **Quizzes** - There are twelve five-minute, open-note quizzes over the course of the semester. These quizzes generally take place at the beginning of class time each week and cover the previous week's materials. The quiz format may include multiple-choice, fill-in-the-blank, and short-answer-style questions. The purpose of these quizzes is to provide the students with regular graded feedback on their understanding of the course material. The quizzes also ensure a student's regular and on-time attendance for the scheduled lecture time. The lowest two quiz scores for each student are dropped.
- **Family Interview** – Each student interviews one Christian family (no relatives allowed) about all four areas of the course: marriage, gender/sexuality, parenting, and vocation. No family is allowed to be interviewed more than once. The results are kept anonymous and compiled for all the class to read. Each student must write a summary of the results and draw out at least two practical conclusions for each area.
- **Reading and Vision Papers** – Selected reading is assigned for each week. Students read the selection and collect at least five “posies” (quotes) for the week. Comments are added to at least three posies. These collections are submitted each week in hard copy. The posies form the basis of a **vision paper** (2-3 pages 12-point, double-spaced), which is written for each of the four areas of the course. A vision paper describes the biblical principles, personal applications, and the ministry goals for each area. These vision papers form the basis for the group discussion in the final exam.
- **Participation** – Students are expected to contribute in class to the discussion. Credit is given for thoughtful and pertinent contribution, even if the instructor has another opinion.
- **Final Exam** - The final exam is a group discussion (for the date, see the schedule). Students are expected to share principles and practical application for at least three of the four areas of the Christian family. The course ends with a session of prayer.
- **Optional Essay** – Extra credit up to three percentage points (depending on the quality) is given to a double-spaced, 1200-word essay on any major application of one of the areas of the Christian family. The paper must thoughtfully use quotes from at least two assigned readings. Other primary and secondary sources are also allowed. Credit is given according to the richness of a biblically-principled application of the Christian family to ministry within one of the areas of this course. *Note: Extra credit cannot make up for missing assignments.* All work in this course must be completed to receive credit.

Canvas: Canvas is an online course management system for college courses. It is used in this course for online submission of assignments and for posting grades, announcements, and access to relevant course documents. Further details on how to set up a Canvas account and access this course can be found in the appendix to this document.

Assessment: Assignments have the following grade weights:

Assignment	Grade Weight	Notes
Quizzes	20%	12 quizzes, according to the course schedule (lowest two quizzes, dropped)
Family Interviews	10%	Interview and Summary
Reading/Posies	10% and 10%	Reading and Collecting Quotes (posies)
Vision Papers	30%	4 vision papers, each given equal weight
Participation	10%	Contributions made in 80% of the classes
Final Exam	10%	Class discussion on 4/28/24

We use the following thresholds to convert raw scores in the course into letter grades:

- A+: $\geq 98\%$
- A: $\geq 92\%$
- A-: $\geq 90\%$
- B+: $\geq 88\%$
- B: $\geq 82\%$
- B-: $\geq 80\%$
- C+: $\geq 78\%$
- C: $\geq 72\%$
- C-: $\geq 70\%$
- D+: $\geq 68\%$
- D: $\geq 62\%$
- D-: $\geq 60\%$
- F: $< 60\%$

Depending on the distribution of raw scores at the end of the semester, these thresholds may change; however, the final thresholds will be no stricter than the current thresholds. For example, if you receive a raw score of 85% in the course, you will be guaranteed a letter grade of at least B; however, it may happen that you receive a higher letter grade depending on the overall distribution of raw scores.

Class Schedule:

Week #	Lecture Topics	Assignments Due
Week 1 (1/5/25)	Course Introduction: Singleness, Marriage, and Ministry	
Week 2 (1/12/25)	Christian Marriage: The Definition of Marriage	- 1/12/25: Piper, <i>Momentary Marriage</i> , Foreword, Intro, chs. 1, 9, 10 - 1/12/25: Quiz 1
Week 3 (1/19/25)	Christian Marriage: The Home as Sphere Sovereignty	- 1/19/25: Piper, <i>Momentary Marriage</i> , chs. 2-8 - 1/19/25: Quiz 2
Week 4 (1/26/25)	Christian Marriage: Friendship: Love and Communication	- 1/26/25: Piper, <i>Momentary Marriage</i> , chs. 13-15, Conclusion - 1/26/25: Proverbs on Words (handout) - 1/26/25: Quiz 3
Week 5 (2/2/25)	Gender and Authority: The Roles of Husband and Wife	- 2/2/25: Men: Getz, <i>Measure of a Man</i> , Intro, chs. 1-4 + 3 more chapters - 2/2/25: Women: Elliot, <i>Let Me Be a Woman</i> , chs. 1-22 - 2/2/25: Quiz 4
Week 6 (2/9/25)	Gender and Morality: Marital Fidelity and Infidelity	- 2/9/25: Piper, <i>Momentary Marriage</i> , chs. 11-12 - 2/9/25: Song of Songs (read aloud five times) - 2/9/25: Quiz 5
Week 7 (2/23/25)	Gender and Sexuality: Romance and Intimacy	- 2/23/25: Burk, <i>What Is the Meaning of Sex?</i> , Preface, Intro, chs. 1, 4-6 - 2/23/25: Vision Paper on Marriage - 2/23/25: Quiz 6
Week 8 (3/2/25)	Gender and Sexuality: Transgenderism and Homosexuality	- 3/2/25: Yagel, <i>Anchoring Your Child</i> - 3/2/25: Family Interview - 3/2/25: Quiz 7
Week 9 (3/9/25)	Christian Parenting: Family Planning	- 3/9/25: Naselli & Crowley, <i>Conscience</i> , Preface, chs. 1-5 - 3/9/25: Letters on Birth Control (handout) - 3/9/25: Quiz 8

Week 10 (3/16/25)	Christian Parenting: Home Culture and Child Training	- 3/16/25: Tripp, <i>Shepherding a Child's Heart</i> , Prefaces, Intro, chs. 1-6 - 3/16/25: Vision Paper on Gender and Sexuality - 3/16/25: Quiz 9
Week 11 (3/23/25)	Discussion: Family Interviews Christian Parenting: Stages of Development	- 3/23/25: Tripp, <i>Shepherding a Child's Heart</i> , chs. 7-13 - 3/23/25: Summary of Family Interviews - 3/23/25: Quiz 10
Week 12 (3/30/25)	Christian Parenting: Youth and Technology	- 3/30/25: Traeger & Gilbert, <i>The Gospel at Work</i> , Foreword, Intro, chs. 1-4, 11 + 1 more chapter, Conclusion - 3/30/25: Quiz 11
Week 13 (4/6/25)	Christian Vocation: Career, Hospitality, and Benevolence	- 4/6/25: Strauch, <i>The Hospitality Commands</i> - 4/6/25: Vision Paper on Parenting - 4/6/25: Quiz 12
Week 14 (4/13/25)	Christian Vocation: Stewardship for Ministry	- 4/13/25: Alcorn, <i>The Treasure Principle</i> - 4/13/25: Quiz 13
Week 15 (4/27/25)	Discussion: Final Exam Prayer Session	- 4/27/25: Vision Paper on Vocation - 4/27/25: Review all Vision Papers

Late Policy:

Assignments are expected to be submitted prior to the due date. If there are extraordinary circumstances outside of the student's control, they may request an extension from the teaching staff.

Additionally, it is often the case that due to any number of other circumstances, a student finds that they are unable to adequately complete a given assignment. In such cases, the student is welcome to submit the assignment after the due date, up to the end of the semester; however, a late penalty will be given for such a late assignment. The standard late penalty is a 20% flat reduction in grade for the given assignment. This late penalty is meant to penalize late submissions and encourage timeliness, while still allowing the student to still finish the given assignment to the best of their ability even if they are unable to complete the assignment for some time due to any extended circumstances.

This late policy is subject to instructor discretion. The 20% late penalty policy is intended to allow for unique or difficult but not extraordinary circumstances. Any student who abuses this policy, per the instructor's discretion, is liable to have this policy revoked and the grade revert to either a zero or that based on any submission prior to the due date.

Appendix: How to Set up Your Canvas Account

This course will use the free version of Canvas. This means that you will be able to set up a Canvas account with your regular email and will be able to access the course on Canvas with a simple course invitation sent to your email. Please perform the following steps to set up your Canvas account:

- Check your email for a course invitation to Canvas.
- Click the “Get Started” button, which should redirect you to a Canvas page.
- Accept the course invitation. Upon accepting, it should redirect you to a page that will allow you to either set up a new Canvas account or link a current Canvas account.
- If you do not already have a free Canvas account, proceed to create a new account. To create a new account, it will set your login to be your email, you simply need to set your password and accurate time zone.

Your new account should be all set. To log in to Canvas in the future, go to the following URL: <https://canvas.instructure.com/login/canvas>

Use your email and password to log in. Then click on your course.

To use the mobile Canvas app, you’ll want to download the Canvas app. Upon downloading and opening the app for the first time, it will prompt you to “Find my School.” Select this option and put in “Free Canvas Accounts.” Select this option and proceed to log in with your email and password associated with your free Canvas account.

Appendix: How to submit assignments on Canvas

From the course’s Canvas home page, navigate to the assignments tab. Select the specific assignment from the list of assignments. Follow the instructions for the different cases of typed and handwritten submissions.

For typed documents:

- Click “Start Assignment” (“Submit Assignment” in the mobile app)
- Click “Upload File” (“Files” in the mobile app)
- Click “Choose File” (simply select the file in the mobile app)
- Navigate to the proper file and select it
- You may add any number of files by selecting “Add Another File”

For handwritten documents:

You may use a scanner, scanner app, or simply take photos of your work and submit the files by following the same steps outlined for typed documents. The best option may be to use the Canvas mobile app to submit the assignment and use the scanner feature as an option after selecting “Submit Assignment.”

Please note, you may submit as many times as you would like prior to the assignment deadline. The most recent submission will count as your graded submission.

Appendix: Academic Integrity

Students are expected to hold themselves to a Christian standard of ethics in all matters. This includes but is not limited to, refraining from any forms of plagiarism, cheating, sharing, or acquiring any materials that would give a student an unfair advantage, or any dishonest representation of one's work. Below are outlined the consequences for an infringement of academic integrity for a given assignment:

- First offense – A grade of zero is given for the assignment; the professor must notify the Registrar and Dean of Students. A statement goes into the student's file.
- Second offense – A grade of F is assigned for the course; the professor must notify the Registrar and Dean of Students. A statement goes into the student's file. The Dean of Students and/or Registrar will notify faculty of students who incur a second offense in this area.
- Third offense – The professor must notify the Registrar and Dean of Students. A statement goes into the student's file and the student may be suspended or dismissed from this institution.

Appendix: Policy on Use of Generative Language Models for Written Assignments

The use of generative language models, such as ChatGPT, is not strictly prohibited and in some cases is very much encouraged as a research and brainstorming tool. However, all written assignments submitted as your own work should reflect your own personal writing. This prohibits copy and paste use of such tools, however, you may feel free to quote such tools provided that you make clear it is a quotation.

In general, you should treat generative language models as equivalent to speaking to another person. You may gain insight from them and be able to improve your value and productivity, but you should not misrepresent someone else's work as your own. These tools may also be treated somewhat like calculators in a math class. You may use them when appropriate and assignments may even assume their use in some ways, but all submitted work must be your own unless specified otherwise.