CD 551 Seminar: Ministry With Children

Chris Kiesling

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Course: CD551 W1 (SP 2009)
Title: Seminar: Ministry With Children
Hours: 1.00
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Prerequisites:

None

Department: Christian Discipleship
Faculty: Dr. Chris Kiesling

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Meetings:

On Friday, 03/20/2009 from 5:00p to 9:00p in AD302.
On Saturday, 03/21/2009 from 8:00a to 4:30p in AD302.

Maximum Registration: 50
Catalog Description: Seminars available only in concentrated format. The content and focus of each seminar will address current urgent issues. Each seminar will build around one nationally known guest faculty person who is a practicing minister/professional in the content area. For each seminar, advanced reading/critique preparation and follow-up integrative reflection will supplement the contact hours with the resource person. Faculty serve as campus planners/conveners/professors of record. Each course may be repeated up to a total of three hours of credit. Credit only.

Objectives:

CAMPUS MINISTRY SEMINAR
CHILDREN’S MINISTRY SEMINAR WITH ELIZABETH MARQUARDT
CM 551 (1 hour credit) – SPRING 2009

Faculty coordinator: Chris Kiesling
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Office Hours: By appointment

Students,
It’s exciting for me to welcome you to this seminar. I first heard about Elizabeth Marquardt’s work through colleagues who gave her book grand acclaim. Here research is insightful, compassionate and something the church and society has needed for a long time. With more marriages today ending in divorce than in death, understanding the lives of children of divorce is indeed timely and essential. Having served as a pastor, I often discovered that divorce is the exit point from church for many adults and children who carry a sense of shame or intuit that the communities to which they once belonged are ill equipped to understand or support them. I wish that I had this seminar fifteen years ago and am so pleased that we can offer it to you!!

Following you will find a syllabus outlining the expectations for the course. Please contact me a.s.a.p. if this schedule is problematic for you or if further questions arise. Let me strongly encourage you to have your reading done before our meeting together begins. It will both enhance your involvement in the seminar and make for much easier completion of assignments by due dates.

**Meeting Dates for the class:**
- March 20th, 5-9p.m.
- Mar 21st, 8a.m. to 4:30 p.m..

**Required readings:**


Recommended to aid in writing your assignment: Scan the articles that are available via web sites that address directives for faith communities. You can find these cited throughout Marquardt’s book, but especially in the Notes section (cf. note 188 “would be greatly helped”)

**Assignments:**

From your reading and the presentations of class, craft an 8-10 page paper focused on aspects of the readings that seem most salient to you as you read and interacted in class. Utilize the following four different modes of thought as you process the material.

First, document ten or more concepts, quotes, practices, or things to remember that you find significant in this work. Note especially the common misconceptions and misunderstandings that the church and culture make about children of divorce. For each of these, briefly summarize why this is of particular importance to you or to the church. (concrete experiences)

Second, connect these insights in a deeper way to your own story or to a situation that connects with or illuminates the major points in your reading. Consider conversations you have had, ministry experiences with children of divorce or the absence/disappearance of divorced families in many churches (reflective observations)

Third, generate a set of questions that this material evokes for you in your search for understanding and wisdom. In particular, think about what troubled you, what left you unsatisfied in the treatment of
an issue, or what you wish you could know about ministering to children of divorce or in strengthening a culture of healthy marriages. How do other disciplines and other texts inform or challenge what is being presented here? (abstract conceptualization)

Finally, close the loop by considering what this material can become. Let your reflection move you to apply knowledge to a particular context. What are the implications of what I just read for my future ministry and what use will I make of this material? (active experimentation)

(Another option for the written assignment is to adapt a form of Marquardt’s questionnaire and conduct your own interviews with children of divorce. If you adopt this strategy clear it with the professor.)

Aim to have your papers due before reading week, but if you are facing a daunting amount of work in other classes you may contact the professor for an extension. My preference is for you to send a hard copy document to me via the SPO but other electronic copy can serve as an alternative if needed.