Course Syllabus

Course Number and Title: **MRFM 840 Theology of Marriage and Family Professional Paper**
Section/Cohort: DA Cohort #6
Academic Credits: 3 credits

Academic Program(s): Doctoral Programs in Marriage and Family Therapy
School or department: College of Health and Social Sciences
Semester or Term: Summer 2017
Location: Main Campus

Instructor(s): Algernon Baker, Ph.D.
Instructor contact: Office phone: 816-206-4432
Office hours: by Appointment
Email: abaker@eastern.edu

**Course Description:**
This course directs the student in the formulation of a theological and theoretical framework for counseling to marriage and family based upon reading, course work, and continuing research in the field of family systems. The paper length is 40-50 pages. The formulation of a theology of marriage and family must consider biblical exegesis, biblical theology, and the history of Christian thought with reference to marriage and family and integrate these with perspectives and insights from systems theorists on these issues.

**Course Outcomes:**
1. Students will identify and analyze theological concepts pertaining to Marriage and Family Systems theory and practice demonstrated in the writing of a theology of Marriage and Family.
2. Students will engage with instructors and classmates in evaluating and revising their conceptualizations of Marriage and Family theology.
3. Students will integrate counseling concepts/strategies into their theological discussion.

**The Role of This Course:**
Student Learning Goals:
- Equip students to assess individuals, couples, families, and congregations from an integrated point of view, incorporating theological issues with Marriage and Family systems theory and pertinent psychological perspectives.
- Train students to provide integrated psychological and spiritual enrichment programs and counseling services.
• Prepare students in advanced counseling skills appropriate to meet the needs of individuals, couples, families, and congregations seeking mental health services and programs.

Program Indictors:
• Describe Marriage and Family systems and psychological approaches to assessment of individuals, couples, families and congregations. (Reinforced)
• Identify and integrate theological concepts with assessment approaches (Reinforced)
• Identify and evaluate psychological and spiritual enrichment activities. (Reinforced)
• Demonstrate the ability to give, receive, and utilize feedback from peers and supervisors. (Reinforced)

Course Delivery Format: This course consists of at least 14 hours of instructional time for each credit awarded. Undergraduate accelerated courses are six weeks with instructional activity beginning on Monday of each week and ending the following Sunday at 11:59 p.m. Courses are delivered in the following formats (check one):

☐ On-ground: instruction occurs when the learner and the instructor are in the same physical location and meet in real time as scheduled.

☐ Online: instruction occurs when the learner and the instructor are not in the same physical location, and the instruction is delivered through asynchronous and/or synchronous modalities via the Internet. Synchronous modalities allow individuals to interact online at the same time versus asynchronous modalities that allow individuals to log on at different times.

☒ Blended: instruction includes a combination of online (asynchronous and/or synchronous) delivery and on-ground classes. Online synchronous classes and on-ground classes are offered in real time as scheduled.

Additional Course Information (i.e., prerequisites or co-requisites, off-site learning expectations, etc.): N/A

Course Site Information: Eastern University uses the Brightspace Learning Platform for the e-learning environment for this course. Using your Eastern University username and password, you can access the site for this course at:
https://eastern.brightspace.com/d2l/login?sessionExpired=0&target=%2fd2l%2fhome

Technology Requirements:
Students need to have access to Eastern's Brightspace website at http://eastern.Brightspace.com and are expected to use this medium over email when possible.

For online meetings via ZOOM:
Join from PC, Mac, Linux, iOS or Android: https://zoom.us/j/4415887147
Or iPhone one-tap: 16465588656, 4415887147# or 14086380968, 4415887147#
Or Telephone:
   Dial: +1 646 558 8656 (US Toll) or +1 408 638 0968 (US Toll)
   Meeting ID: 441 588 7147
   International numbers available:
   https://zoom.us/zoomconference?m=tt3RpEgzA7hUqsqQaT65myWHpKACTSLh
Joining by computer is preferable, and it is best to use earbuds with a microphone to avoid creating feedback and echoes.

**Technology Skills Requirement:**
In addition to general technology skills as described in the Disclosure of Online Learning Expectations (DOLE) form, learners in this course must be able to problem solve when they run into difficulties with Brightspace and Zoom. Additional technology skill requirements include Eastern email, Dropbox attachment and assignment submissions, conversion of Word .doc to Adobe .pdf files, and library access to scholarly journal articles to be sited in discussion forums.

**Brightspace Technology resources:**
https://sites.google.com/a/eastern.edu/student-brightspace/
https://community.brightspace.com/
Eastern Web Help Desk: https://whd.eastern.edu
Zoom Training: http://www.chalkandtable.com/zoom-kaltura/

**Required Texts and Materials:**
- Individual, guided research materials.

**Recommended Texts:**

**SUPPLEMENTAL READING:** The instructor may post additional readings on the Brightspace site as a supplement to the textbook readings. **These book chapters and journal articles can only be used for educational purposes. They may not be downloaded, retained, printed, shared, or modified, except as needed temporarily for specific academic assignments.**

**Graded Assignments:**
1. Name of Graded Assignment: **Class Participation** (residency period and Zoom sessions)
   Course Outcome Fulfilled: 1, 2, 3, 4, 5, 6
Grading Value: 5%
Class Session(s) Due: 1, 2, 6, 7, 8, 9, 10, 11
Description: participation in any in-vivo work assigned by instructor; engagement in any in-class discussion of materials via thoughtful questions, comments and attention posted on Brightspace

Grading Rubric:

2. Name of Graded Assignment: Discussion Forum Posts
Course Outcome Fulfilled: 1, 2, 3, 4, 5
Session(s) Due: 2, 3, 4, 5
Grading Value: 15%
Description: Individual assignments for each online Discussion Forum of the course are described in detail under the “Discussion Forum” posting for that week available on the class Brightspace site. In each of the Forums, your instructor will post prompts which are successive stages of progress on your paper. Students are responsible to respond to the prompts and then to one another’s posts within the timeframes listed. Replies should contain references to material and ideas which will be helpful to the writer of the initial post. In replying to posts, prioritize those who have no responses over students who do have responses. All initial responses to the initial questions will be due by midnight on Monday of the session week and all reply posts will be due by midnight on Wednesday (2 days later) of the session week. To enrich the conversation, students should respond each week to the posts of two different classmates.

Assessment: Each student is required to complete the initial response to the instructor's discussion prompt and to reply to at least two classmates’ posts by the due dates. Your responses may reflect your thoughts from the readings, but should also address something of what at least two of your classmates have written. Sharing your ideas, expanding on those of others and supporting one another’s thought processes are the goals of this discussion. Simply stating that you agree with another student or like what s/he wrote does not advance the topic and you will not receive credit for such a response. You must advance the dialogue by reading assignments and thinking about the topic then demonstrating this through your written exploration of the topic and analysis of other students’ offerings. In your analysis of the discussion questions, feel free to add your own thoughts that may go beyond the assigned questions, but be sure you address the assigned inquiry thoroughly. Your comments may include your views on a wide variety of issues. If your personal values are challenged by the instructor, by the readings, or other classmates, say so. Then follow up with the basis of your belief (for example, a passage in Scripture or a quote from other reading you find relevant and meaningful). Please credit references in APA style and note below that you are encouraged to add additional reference material that is relevant to the discussion.
Your postings will be assessed with the following rubric:
**90-100 points** – your response to the discussion question(s) and to your classmate’s postings correctly reflected reading materials and expanded upon the ideas in a thoughtful and relevant manner. The ideas are presented cogently and interactions with other group members are insightful and intellectually stimulating. Additionally you have added very relevant reference material (and APA referencing guidelines are followed) that you researched independently. You advance the discussion well.

**80-89 points** – your response to the discussion question(s) and to your classmates’ postings was correct, and advanced the discussion. You have added reference material from your own research. APA referencing guidelines are followed.

**70-79 points** – your responses to the discussion question(s) and to your classmates postings were incorrect/incomplete, but you did offer ideas that expanded on the presented material and so contributed to the discussion.

**69 and below points** – your postings were inadequate. There was a poor or missing connection to the assigned reading.

**0 points** – your postings were over two days late, or missing.

*Late postings* will have 5 points deducted for each 12 hour period they are late, up to two days. After two days 0 points will be given for that week’s postings since others will not be able to respond and you will have missed the online discussion.

3. Name of Graded Assignment: Theology of Marriage and Family Paper
   Course Outcome Fulfilled: 1,2,3
   Grading Value: 80%
   Class Session Due: 
   **Final Papers are due on 8/7 at midnight.** The assignments for this course are designed to promote students’ success in the project, by providing structure and offering feedback. There are no extraneous assignments in this course, and the wise student will plan their summer around given due dates; the entire course is the written paper. A part of being a doctoral student is the dedication to complete assignments on time. Therefore, LATE ASSIGNMENTS are strongly discouraged and will be penalized. Final papers turned in after 8/7 will receive a grade of C or less.

   Description: See Writing Guide posted on Brightspace
   Grading Rubric: Posted on Brightspace

**Calculation of Final Grades:**

Class Participation: 5%
Discussion Forums 15%
Theology of Marriage and Family Paper 80%

**Penalties and Procedures for Late Submissions:**

Assignments are due on the dates listed on the class schedule. It is expected that assignments will be handed in on time. If a situation occurs that delays your completion of an assignment, you must notify the instructor prior to the due date and arrange for an extension. Unless prior
approval is received, late submissions will result in a 5-point reduction for each day the assignment is late. Discussion Forum Posts cannot be made up when late due to the nature of the online learning environment. See the Discussion Forum Post Grading Rubric posted on Brightspace for further detail.

**General Grading Rubric:** The following are the definitions of grade levels adopted by the faculty:

*Grade of A Represents* (1) Superior understanding of course material and evidence of ability to analyze critically and synthesize creatively. (2) Sound techniques of scholarship in all projects. (3) Creativity, imagination, sound judgment, and intellectual curiosity in relating the course material to other areas of intellectual investigation.

*Grade of B Represents* (1) Understanding of course material; evidence of ability to produce viable generalizations and insightful implications. (2) Understanding of techniques of scholarship in all projects. (3) Sustained interest and the ability to communicate the ideas and concepts, which are part of the subject matter of the course.

*Grade of C Represents* (1) Understanding of course material demonstrated by few errors in fact and judgment when discussing the materials. (2) Competence in the techniques of scholarship. (3) Satisfaction of the minimum stated requirements for the course in preparation, outside reading, and class participation.

*Grade of D Represents* (1) A minimal understanding of the course material demonstrated by some errors in fact and judgment when discussing the material. (2) Very little competence in the techniques of scholarship. (3) Satisfaction of somewhat less than the minimum standard of requirements for the course in preparation, outside reading, and class participation. There is no grade of D in the Graduate School.

*Grade of F Represents* (1) A lack of understanding of the course material demonstrated by many errors in fact and judgment when discussing the material. (2) An inability to use sound techniques of scholarship. (3) Failure to meet the standard and fulfill the requirements of the course.

I - Incomplete  
W – Withdrawn

**Course Schedule**

**Class Session 1**  
**Date:** May 8-10  
**Session Preparation:** Zoom session, Monday, May 8, 8pm (CST)  
Syllabus, Read *They Say / I Say* (No, really. Read it.) Also read the syllabus thoroughly, as well as the Writing Guide and the Grading Rubric  
**Session Topic(s):** Class Overview, narrowing the paper’s perspective,  
**Learning Outcomes:** 1,2,3

**Class Session 2**  
**Date:** May 15-17  
**Session Preparation:** **Discussion Topic 1: Brief Outlines**  
Beginning formulation and personal reflection on Theology of M&F; Read Grenz and other theological and psychological reading.  
**Session Topic(s):** Basic outline of the paper: Introduction, Creation, Fall, Salvation, Consummation, Conclusion  
**Learning Outcomes:** 1,2,3

**Class Session 3**  
**Date:** May 22-24  
**Session Preparation:** **Discussion Topic 2:** Identify your theological heritage and current positions. Integrate this position into your Brief Outline and locate fundamental theological sources.
Session Preparation: Grenz, Introduction and Parts 1, 2, 3, 4, & 6, and/or other Theological Reading.
Session Topic(s): Identification and Clarification of the Theological Approach
Learning Outcomes: 1, 2

Class Session 4
Date: May 29-31
Discussion Topic 3: Identify the psychological approach, concept, or theory on which your integration pivots.
Session Preparation: Reading in Psychological Texts; Session Topic(s): Identification and Clarification of Psychological Approach
Learning Outcomes: 1, 2, 3

Class Session 5
Date: June 5-7
Discussion Topic 4: Detailed Outlines with Summary Statements
Session Preparation: Continue to Read Grenz and Other Theological/Psychological Materials
Session Topic(s): Formulating the Paper
Learning Outcomes: 1, 2, 3

Class Session 6
Date: June 12
RESIDENCY PERIOD BEGINS, Dinner & Lectures, 6-9pm
Session Preparation: Continue to Read Grenz and Other Theological/Psychological Materials
Session Topic(s): Overcoming the Fear of Writing, Forming and Working From Outlines
Learning Outcomes: 1, 2

Class Session 7
Date: June 13
RESIDENCY DAY TWO, 2-4pm
Session Preparation: Continue to Read Grenz and Other Theological/Psychological Materials
Session Topic(s): Creation and Fall: Theological and Psychological Constructs, Academic Writing
Learning Outcomes: 1, 2, 3

Class Session 8
Date: June 14
RESIDENCY DAY THREE, 2-4pm
Session Preparation: Continue to Read Grenz and Other Theological/Psychological Materials
Session Topic(s): Theological Dialogue: Salvation and Consummation, Kent Sparks, PhD
Learning Outcomes: 1, 2, 3
Class Session 9
Dates: June 15  
RESIDENCY DAY FOUR, 2-4pm  
Session Preparation: Continue to Read Grenz and Other Theological/ Psychological Materials  
Session Topic(s): Doing Research Using Online tools with Andrea Reed, Librarian  
Learning Outcomes: 1,2,3

Class Session 10
Dates: June 16  
RESIDENCY DAY FIVE, 2-4pm  
Session Preparation: Continue to Read Grenz and Other Theological/ Psychological Materials  
Session Topic(s): Meet your Readers  
Learning Outcomes: 1,2,3

Class Session 11
Dates: June 19-24  
Session Preparation: Writing on Creation and the Fall  
Session topic(s): Psychology and Theology of Creation and the Fall  
Learning Outcomes: 1,2,3

Class Session 12
Dates: June 26-July 1  
Session Preparation: Writing Introduction, Creation, and the Fall  
Session topic(s):  
Introduction of Paper, Creation, and Fall Sections are Due by midnight 7/3/17  
Learning Outcomes: 1,2,3

Class Session 13
Dates: July 3-8  
Session Preparation: Writing on Salvation and Consummation  
Session topic: Salvation and Consummation  
Learning Outcomes: 1,2,3

Class Session 14
Dates: July 10-15  
Session Preparation: Completing the Edits on Previous Sections and Finalizing Salvation and Consummation Sections  
Session topic: Salvation and Consummation  
Learning Outcomes: 1,2,3

Class Session 15
Dates: July 17-22  
Session Preparation: Complete Paper with Introduction and Paper Due by Midnight 7/24
Session topic: Salvation and Consummation
Learning Outcomes: 1,2,3

Class Section 16
Dates: July 24-29
Session Preparation: Students will continue to proofread papers for style, spelling, grammar, APA format.
Session topic: Paper Assessment by Readers: **Papers will be assessed and returned by midnight, July 31**, with one of three possible categories: Edits Required, Minor Revisions, or major Revisions.
Learning Outcomes: 1,2,3

Class Section 17
Dates: August 7
Session Preparation: **Final Papers are due on 8/7 at midnight.** Papers turned in after 8/7 will receive a grade of C or less.
Session topic: Final Edits
Learning Outcomes: 1,2,3

**Academic Policies**

The following is not intended as a comprehensive restatement of the academic policies and procedures of the College of Health and Social Sciences. Some material is excerpted from longer statements printed in the CCatalog and the Catalog includes policies not noted here. The student and instructor are referred to the Catalog for college-wide policies and to Student and Instructor Handbooks of the programs or departments in which this course is offered for supplements or context-specific definitions of those college-wide policies.

i. **Student Disability Policy:** Notice to students with Physical or Learning Disabilities: In order to be entitled to disability accommodations at Eastern University, students must submit a written request to the Cushing Center for Counseling and Academic Support (CCAS) and be found eligible for accommodations. In order to make an accommodation for this course, the professor must receive a written request from CCAS. Disability accommodations are not retroactive and will not be implemented until a request from CCAS is received. All accommodations must be reactivated by the student prior to the beginning of each new academic session. For further information, please go to: [http://www.eastern.edu/campus/academic_support_services/Disabilities.html](http://www.eastern.edu/campus/academic_support_services/Disabilities.html)

ii. **Class Attendance Policy:** This course consists of at least 14 hours of instructional time for each credit awarded. Instructional time may include formal classroom instruction, virtual classroom sessions, online discussion boards, small group activities, one-on-one interactions between a student and the instructor, among other methods. Attendance at all scheduled sessions is considered a critical element in the accomplishment of learning outcomes. Furthermore, attendance records are maintained and are essential to comply with government regulations for recipients of financial aid and assistance programs, as well as accreditation standards.
Class attendance for an online or hybrid course is defined as an online presence demonstrated by active participation in all learning activities as required by the instructor. Failure to fulfill requirements within the parameters of each session will result in the student being marked absent.

iii. **Copies of Course Assignments:** Students are responsible for retaining a copy(ies) of all materials submitted for grading. If a paper or project is misplaced or lost in transition, the student must provide a substitute copy upon request.

iv. **Academic Dishonesty:** The student is responsible to become familiar with acceptable standards for research and documentation and to abide by them. The definition of academic dishonesty and its penalties are defined and articulated in the CHSS Catalog.

v. **Emergency and Crisis Information:** In the case of an emergency event, we ask that all community members use their best judgment. We also recommend that each member of this community become familiar with emergency procedures. Call Campus Security at 610-341-1737 for emergencies on the St. Davids campus or building security or local police at other locations.

vi. **Inclement Weather:** Decisions to cancel class due to inclement weather will be made by 3:30 p.m. on a weekday and 6:00 a.m. on Saturdays. Use your own judgment regarding travel conditions from your area. If you determine that it is unsafe to travel and the class has not been cancelled, CHSS or departmental attendance policies will apply. If the University is closed or classes are delayed due to inclement weather, there are several convenient ways for you to stay informed:

   i. The CHSS Information Bulletin Board. Please call 1-800-732-7669 and press 2
   ii. The Eastern University Website: School closing information can be seen at [www.eastern.edu](http://www.eastern.edu) by clicking on “School Closing Info” under the “EU Quick Links” drop-down menu at the top of the page.
   iii. Radio: A radio announcement will be made on KYW news radio, 1060 AM (our school closing number—1207--is listed in Delaware County) and on WARM 103 FM (in Central Pennsylvania).

Materials contained herein are the intellectual property of Eastern University, the instructor, course designer, or external parties and are thus proprietary in nature. This syllabus represents an instructional contract between the student, the instructor, and Eastern University. It serves as a basis for student and instructor evaluations. Therefore, it should not be substantively altered without appropriate communication among all parties.