



COURSE SYLLABUS

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SECTION 1: COURSE INFORMATION

Format: 8 weeks.

Course ID: PMIN 2023

Course Title: Responsible

Messaging in Family Ministry

College: College of Unrestricted

Education

Prerequisites: None

Credit Hours: 3.0

Instructor: See the online course in MyFIRE for instructor contact information and availability.

Course Description

Students review the existence of and consideration for those who are poor and suffering in both domestic and international settings. Multiple views are presented, including political, social, geographical, climatic, biblical, and religious. Various solutions are examined, including historical and contemporary, with an emphasis on programs' motivation and effectiveness. Approaching strategies from a community-based approach is a special focus of this course.

Course Overview

Successful communication is about more than just saying something that people remember. It's about leaving the audience with relevant information that's pertinent to and actionable in their lives. In this course, we'll discuss developmental realities and cultural context for family ministry settings, as well as introduce tools for measuring the effectiveness of communication.

Course Workload

Time spent on course assignments will vary by student depending on familiarity with course content, reading rate of speed, writing rate of speed, and other individual factors. Based on averages for most students, it is estimated that the course workload estimate for this course is **12.19** hours per week.

Course Materials

1. Joiner, R. (2009). Orange Leader Handbook. Colorado Springs, CO: David C. Cook. - Added as PDF
2. Joiner, R. (2016). Think orange: Imagine the impact when church and family collide. (2nd ed.). Cumming, Georgia: Orange Books.
3. Joiner, R. & Ivy, K. (2015). It's Just a phase—So Don't Miss It: Why every life stage matters and at least 13 things your church should do about it. Cumming, GA: Orange Publishing.
4. Stanley, A., & Jones, L. (2006). Communicating for a change: Seven keys to irresistible communication. Sisters, OR: Multnomah Publishers, Inc.

Required and optional textbooks are accessed and ordered through [SEU's bookstore](#).

Disclaimer: The resources utilized in this course provide information, thoughts and

insights that should encourage critical thinking on the part of the student. Please note as well that as an Assembly of God institution, Southeastern University does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources.

Course Topics

The purpose of this course is to introduce, reinforce, and measure learning on the following topics:

- Responsible messaging
- Age-appropriate communication
- Phase faith timelines
- Milestones
- Family map approaches and calendars
- Change management

Intended Learning Outcomes

As a result of reading, study, and assessments in this course, the student should be able to:

1. Formulate a curriculum plan around the critical core concepts that are most important for students to understand and embrace at each stage of development.
2. Express the value of selecting content as a catalyst to generate meaningful interaction with friends, groups, and family.
3. Connect timeless truths to everyday experience through relevant communication approaches.
4. Create unique opportunities for listeners to experience truth in ways that make them memorable.
5. Evaluate current trends in curriculum and communication approaches.
6. Design a continual feedback loop that evaluates communicator as to truth, authenticity, and relevance.
7. Train leaders, volunteers and parents to prioritize and articulate the overall teaching strategy and goals.

Late Work

None Accepted

Extra Credit

None Accepted

SECTION 2: SOUTHEASTERN POLICIES

Academic Policies

View this link to see Southeastern's Policies regarding SEU's Mission and Vision Statements, Title IX Statement, Student Services, Class Participation, Official Email, MyFIRE Use, Technical Difficulties, Technical Support, Disability Statement, Academic Honesty, Course Evaluation, Official Withdrawal, Grading Scale, and Netiquette.


SECTION 3: COURSE SCHEDULE

The **Course Schedule** provides a listing of your work in this course. The assessments are listed by Module and include the due dates and point values.


Note: Assignments are due by 11:59 p.m. EST on the due date, unless otherwise noted.

AIM, LEARN, AND APPLY DESCRIPTIONS


Aim

 When you see the Aim icon, you will be introduced to topics and ideas that will be covered throughout this module. The AIM will also provide you with a glimpse into your learning objectives and an introduction to this module.

Learn

 When you see the Learn icon, all of your reading assignments will be listed and may include additional resources that your instructor is providing to help you complete the activities and assessments for the module.

Apply

 When you see the Apply Icon, it will be time to demonstrate your learning for the module. The items here are those in which you'll be graded and may include discussions, activities, assignments, quizzes, exams, and projects.

MODULE 1:

XX/XX/XX – XX/XX/XX



- Formulate a curriculum plan around the critical core concepts that are most important for students to understand and embrace at each stage of development. (ILO-1)
- Connect timeless truths to everyday experience through relevant communication approaches. (ILO-3)
- Evaluate current trends in curriculum and communication approaches.(ILO-5)
- Train leaders, volunteers and parents to prioritize and articulate the overall teaching strategy and goals. (ILO-7)



- **Read Chapter 5 of:** The Orange Leader Handbook
- **Read Chapter 7 of:** Think Orange
- **View:** Refining the Message video (Toni Collier)



- Discussion: “Think Orange” Chapter 7
 - Due: Saturday, Tuesday
 - Points: 30
- Post: Observation Ministry Description
 - Due: Tuesday
 - Points: 20

MODULE 2:

XX/XX/XX – XX/XX/XX



- Express the value of selecting content as a catalyst to generate meaningful interaction with friends, groups, and family. (ILO-2)
- Connect timeless truths to everyday experience through relevant communication approaches. (ILO-3)
- Design a continual feedback loop that evaluates communicator as to truth, authenticity, and relevance. (ILO-6)



- **Read Chapters 5 of:** Communicating for a Change
- **Review:** The Orange Leader Handbook – Refine the Message: Strategic Teaching (p. 69)
- **View:** The Think Orange Podcast, Episode 19: Speaking to Students (Crawshaw and Dickens)



- Discussion: Speaking to Students
 - Due: Saturday, Tuesday
 - Points: 30
- Post: Strategic Teaching
 - Due: Tuesday
 - Points: 20
- Application & Response: "Communicating for a Change" Chapter 5
 - Due: Tuesday

- Points: 15

MODULE 3:

**XX/XX/XX –
XX/XX/XX**



- Formulate a curriculum plan around the critical core concepts that are most important for students to understand and embrace at each stage of development. (ILO-1)
- Connect timeless truths to everyday experience through relevant communication approaches. (ILO-3)
- Create unique opportunities for listeners to experience truth in ways that make them memorable. (ILO-4)



- **Read Chapters 6-10 of:** Communicating for a Change
- **Read:** It's Just a Phase: Phase Profiles, Timeline Overview, and Significant Relationships (pp. 7–75)
- **Review:** The Orange Leader Handbook – Refine the Message: Focused Truth (p. 72)



- Discussion: It's Just a Phase: Overview and Significant Relationships (pp. 7–75)
 - Due: Saturday, Tuesday
 - Points: 30
- Post: Focused Truth
 - Due: Tuesday
 - Points: 20
- Application & Response: Communicating for a Change - Chapters 6–10

- Due: Tuesday
- Points: 15



MODULE 4: xx/xx/xx – xx/xx/xx

- Formulate a curriculum plan around the critical core concepts that are most important for students to understand and embrace at each stage of development. (ILO-1)
- Connect timeless truths to everyday experience through relevant communication approaches. (ILO-3)
- Create unique opportunities for listeners to experience truth in ways that make them memorable. (ILO-4)
- Evaluate current trends in curriculum and communication approaches.(ILO-5)



- **Read Chapters 11-14 of:** Communicating for a Change
- **Read:** It's Just a Phase: Present Realities (pp. 76–133)
- **Review:** The Orange Leader Handbook – Refine the Message: Synchronized Content (p. 71)



- Discussion: It's Just a Phase: Present Realities (pp. 76–133)
 - Due: Saturday, Tuesday
 - Points: 30
- Post: Synchronized Content
 - Due: Tuesday
 - Points: 20
- Application & Response: Communicating for a Change: Chapters 11-14

- Due: Tuesday
- Points: 15

MODULE 5:

XX/XX/XX – XX/XX/XX



- Formulate a curriculum plan around the critical core concepts that are most important for students to understand and embrace at each stage of development. (ILO-1)
- Create unique opportunities for listeners to experience truth in ways that make them memorable. (ILO-4)
- Train leaders, volunteers and parents to prioritize and articulate the overall teaching strategy and goals. (ILO-7)



- **Read Chapters 15 of:** Communicating for a Change
- **Read:** It's Just a Phase: Distinctive Opportunities (pp. 134–225)
- **Review:** The Orange Leader Handbook – Refine the Message: Relevant Environments (p. 70)



- Discussion: It's Just a Phase: Distinctive Opportunities (pp. 134–225)
 - Due: Saturday, Tuesday
 - Points: 30
- Post: Relevant Environments
 - Due: Tuesday
 - Points: 20
- Application & Response: Communicating for a Change: Chapter 15 – Conclusion
 - Due: Tuesday

- Points: 15

MODULE 6:

XX/XX/XX – XX/XX/XX



- Formulate a curriculum plan around the critical core concepts that are most important for students to understand and embrace at each stage of development. (ILO-1)
- Connect timeless truths to everyday experience through relevant communication approaches. (ILO-3)
- Evaluate current trends in curriculum and communication approaches.(ILO-5)
- Design a continual feedback loop that evaluates communicator as to truth, authenticity, and relevance. (ILO-6)



- **Read:** It's Just a Phase: Phase Timeline Overview and Concluding Thoughts (pp. 226–245)
- **Review:** The Orange Leader Handbook – Refine the Message: Engaging Presentation (p. 73)
- Evaluate a communicator's presentation



- Discussion: It's Just a Phase: Phase Timeline Overview and Concluding Thoughts (pp. 226–245)
 - Due: Saturday, Tuesday
 - Points: 30
- Post: Engaging Presentation
 - Due: Tuesday
 - Points: 20
- Post: Evaluation of Communicator's Presentation

- Due: Tuesday
- Points: 20

MODULE 7:

XX/XX/XX –

XX/XX/XX



- Express the value of selecting content as a catalyst to generate meaningful interaction with friends, groups, and family. (ILO-2)
- Evaluate current trends in curriculum and communication approaches.(ILO-5)
- Design a continual feedback loop that evaluates communicator as to truth, authenticity, and relevance. (ILO-6)
- Train leaders, volunteers and parents to prioritize and articulate the overall teaching strategy and goals. (ILO-7)



- **Listen:** Responsible Messaging breakout (Mike Park)
- **Review:** The Orange Leader Handbook – Refine the Message: Relational Experiences (p. 74)
- Re-work a communicator's presentation



- Discussion: Responsible Messaging
 - Due: Saturday, Tuesday
 - Points: 30
- Post: Relational Experiences
 - Due: Tuesday
 - Points: 20
- Post: Re-work of Communicator's Presentation
 - Due: Tuesday

○ Points: 20

MODULE 8:

XX/XX/XX – XX/XX/XX



- Express the value of selecting content as a catalyst to generate meaningful interaction with friends, groups, and family. (ILO-2)
- Create unique opportunities for listeners to experience truth in ways that make them memorable. (ILO-4)



- **Read:** Seven Segments pdf
- **View:** Seven Segments video
- **Review:** The Orange Leader Handbook – Refine the Message: Appealing Context (p. 75)



- Final Project: Message Outline and Presentation
 - Due: Tuesday
 - Points: 200
- Post: Appealing Context
 - Due: Tuesday
 - Points: 20

SECTION 4: ASSESSMENTS

Discussion Forums & Response Posts

Description

Each week you are expected to post your response to Discussion Forum items. Each of your original posts should thoroughly answer the posed questions or report the required information as outlined in the directions below. However, posts should also be concise, without excess or unnecessary words.

Total Possible Points

210

Grade Weight

30%

Weekly Assignment Posts

Description

Students will complete a variety of reflections and self-assessments throughout the course. These posted assignments assist students in further engaging the content from the Orange Conference, course content, and readings.

Total Possible Points

200

Grade Weight

20%

Application and Responses

Description

After completing readings, students will complete the attached Application & Response form to demonstrate reading completion and application.

Total Possible Points

60

Grade Weight

10%

Projects and Papers

Description

The projects and papers for this course are the largest portion of your grade. Final Project: Message Outline and Presentation (200 points)

See grading rubric in Appendix B.

Total Possible Points

200

Grade Weight

40%

Appendix A

Discussion Forum Guidelines

General Instructions:

Each week you are expected to post your response to Discussion Forum items. Each of your original posts should thoroughly answer the posed questions or report the required information as outlined in the directions below. However, posts should also be concise, without excess or unnecessary words.

Posts need to be well written, in complete sentences, like college-level essays. When information from the assigned textbook chapters is utilized or quoted, you need to include a parenthetical citation that includes the authors' last names and the page number as utilized throughout the textbook (Clinton & Ohlschlager, p.25).

Lastly, each of your original posts are due on Saturday at 11:55 p.m. This will give you time to interact with your classmates in the Discussion Forums. Replies to your classmates are due on Tuesday at 11:55 p.m. You are required to reply to at least 2 classmates per forum. Of course, more discussion is better!

Selected Bibliography and Web Resources

Joiner, R. (2009). *Orange Leader Handbook*. Colorado Springs, CO: David C. Cook.

Joiner, R. (2016). *Think orange: Imagine the impact when church and family collide*. (2nd ed.). Cumming, Georgia: Orange Books.

Joiner, R. & Ivy, K. (2015). *It's Just a phase—So Don't Miss It: Why every life stage matters and at least 13 things your church should do about it*. Cumming, GA: Orange Publishing.

Stanley, A., & Jones, L. (2006). *Communicating for a change: Seven keys to irresistible communication*. Sisters, OR: Multnomah Publishers, Inc.

Appendix B

Criteria	Level 3 / 40 points	Level 2 / 25 points	Level 1/ 5 points
Approach	Clearly models the Me-We-God-You-We approach as described by Stanley.	Student models some, but not entirety, of the Me-We-God-You-We approach as described by Stanley.	Presentation is not provided or fails to model the Me-We-God-You-We approach as described by Stanley.
Target Audience	Content and communication style reflect the developmental needs of the target audience as profiled in Phase research.	Student demonstrates cursory understanding of the developmental needs of target audience.	Presentation is not provided or fails to address the target audience in a way consistent with Phase research.
Engagement / Helpfulness	Content and presentation captivate the attention of the target audience and provides content that is helpful in and relevant to their everyday experiences.	Content and presentation lack helpful next steps to prompt the target audience in their everyday experiences.	Presentation is not provided or fails to present next steps for the intended audience.
Quality (length / grammar / articulation)	Presentation is within the intended length, demonstrates age-appropriate language and illustrations, and is articulate and polished.	Presentation meets criteria described in course assignment, but lacks professional quality and attention to detail.	Presentation is not provided or fails to meet standards described in the course assignment.
Outline	Outline is easy to follow and mirrors the presented message.	Outline is provided, but does not accurately reflect the content delivered in presented message.	Outline does not reflect content delivered in presented message.
Overall Score	Level 3 / 175 or more	Level 2 / 100 or more	Level 1 / 0 or more