YM 610 Communicating the Gospel to the Youth

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If youth ministry is to address fragmented, overwhelmed teenagers as human beings, and not as objects to be won and counted for the church, then we must orient twenty-first century youth ministry unapologetically toward the cross. God’s fidelity in Jesus Christ, demonstrated by the cross, is a sign of love that suffers because it is true. As developmental theorist and ethicist James Fowler argues, the cross of Christ is crucial to adolescents precisely because it shows the extent to which God goes in order to win them.

Kenda Creasy Dean, “Proclaiming Salvation” Theology Today, January 2000

I. COURSE DESCRIPTION:
Communicating the gospel to youth is more than preaching a sermon to teenagers. Communicating the gospel is understanding that learning, change and growth occurs in small groups and large groups, through directive mediation and the spoken word. Effective communications requires that the leader knows their audience. Attention will be given to principles of youth education, learning and teaching style, and faith development. You will learn to develop and present: small group studies, sermons and talks, thematic teaching, curriculum for retreats. This course will help you develop the skills and the tools necessary to let the Bible come alive when teaching and communicating with youth. (Catalog statement)

II. PLACE OF COURSE IN THE CURRICULUM:
This is a required class for all MAYM majors and is open to any other student as well.

III. COURSE OBJECTIVES:
Upon the completion of this course the student will be able to
1. Demonstrate an understanding of contemporary youth and discover appropriate ways for adults to relate to youth and their culture, within the boundaries of sound hermeneutic principles.
2. Develop basic communication skills and how to adapt communication skills to youth audiences.
3. Define major terms and concepts in youth education, including the explanation of selected theories of youth development and motivation for learning;
4. Understand and recognize the major components of curriculum and develop the ability to effectively critique curriculum.
5. Facilitate a discipleship program or Sunday School class based on an understanding of the critical components in the teaching process.
IV. COURSE RESOURCES

Required Textbooks
Davis, Ken. How to Speak to Youth. Grand Rapids: Zondervan, 1996. 183 pages (HSY)
Palmer, Parker. To Know as We are Known. San Francisco: Harper, 1993. 140 pages. (TKWK)

Recommended Texts

Electronic Resources
Barefoot Ministries subscription – you will need to sign up for a six month subscription to Barefoot Ministries, an online youth ministry publisher. This subscription will not only give you access to multiple lines of curriculum, youth leader articles, and your own website, but it will be an integral part of this class as we look at some of the component curriculum parts and explore what is necessary to create curriculum. The cost for this is $35.00.

1. Go to [www.barefootministries.com](http://www.barefootministries.com), and click "Join Now" in the bubble at the top of the homepage.
2. Select the "Pay Yearly" payment option.
3. On the "Cart" page, enter in our school's coupon code in the coupon box - • Asbury Theological Seminary BF-ATS

After typing in our school's coupon code, click "Use Coupon". After clicking this button, the discounted price will show up in your shopping cart.

4. You will need to create a New Web Site Account. Click the "Personal" button.
5. Fill out the form with your information. Please be sure to write down your Username & Password. Click "Create Account" to continue.
6. Under "Billing Information," be sure to select your Graduation Date. Fill out your billing address, and click "Continue Checkout."
7. Enter in your credit card information, and click "Continue Checkout."
8. Continue on the confirmation page - be sure to write down your order confirmation number.
9. You may access your subscription as soon as the order has been confirmed!

If you have any questions re. this, please ask.
V. COURSE LEARNING ENVIRONMENT (Our commitments to each other)

1. Regular class attendance and participation is expected since much of our class time will center on a dialogical format. A cooperative learning environment will govern our class time. Therefore, student participation is very much a part of the learning experience.

2. The course requirements will be the core of the course. It is acceptable for students to work together and share resources on these projects. We are all learners and we can be greatly enriched by the ministry experiences of others.

3. Since this is a course in Youth Ministry, it is imperative that students engage in reading and be exposed to youth. It is greatly encouraged that students be actively involved in some aspect of youth ministry.

4. A praxis method of teaching will govern the class sessions. The continual interaction between theory and practice will be explored. Practical applications should be properly informed by educational theories.

VI. COURSE REQUIREMENTS:

1. Reading and Class Participation:
The intentional, ongoing personal formation of the minister is critical for ministry effectiveness. This necessarily involves reading and reflection. This course provides students with an opportunity for regular reading and reflection. The reading load is heavy, but it is essential for class participation. We are not after just the transmission of data, but rather transformative-learning. Simply put, if you haven’t read the material, you won’t be able to constructively engage in the discussion, and chances are you will not have the opportunity for personal and ministerial transformation. In addition to the required texts, I have provided a bibliography of supplemental readings that those of you who plan to be engaged in youth ministry as a primary portion of your ministry will want to read.

Attached to this syllabus is a reading form you will need to fill out showing what percentage of the reading/listening you have done for class. It will be turned in at the end of the term and will count as 5% of your total grade. It will be graded as follows: 100% - 50 points; 90% - 45 points; 80% - 40 points and so on. Due Dec. 8.

2. Class Attendance
Class attendance is required. If for some reason you cannot attend, notification should be given to the professor before class in writing (email preferably). After a total of four hours have been missed, the overall grade for the course will be negatively affected by 2% for each additional absence. A total of 8 hours of absences will result in a failing grade. It is your responsibility to obtain class lectures and information from peers in the class. “Excused absences” (as defined by the Dean’s office) are not included in the above formula, however you should notify the professor each time an “excused absence” occurs.

3. Paper
As communicators of the Good News, we must understand our motives and our mission in “why we do what we do”. During this module we will be putting theory behind our practice. You will be reading Parker Palmer’s book, To Know as We are Known. This book can be life changing as you wrestle with the questions of:

- What is the purpose of my teaching?
- What is different from the knowledge that is communicated in our society and in our youth group?
- What is truth?
- How do I create a true environment where the youth can learn and be transformed?
You will be submitting a paper (4-5 pages) addressing these issues in a way that will directly relate to your youth ministry. **Due September 26.**

4. **Curriculum Review**
   You will need to conduct an intensive curriculum assessment of at least two youth curriculum resources from the Curriculum lab at Asbury College. Standard guidelines are available but the student should also raise foundational questions about the assumptions that shape the curriculum. Specifically, you need to address the following:
   - What is the theological position of the curriculum?
   - What educational philosophy does the curriculum follow?
   - How practical is the curriculum?

   **Review is due October 24.**

5. **Sermon**
   Develop a youth talk using the SCORRE method laid out in Ken Davis’s book, *How to Speak to Youth*. You will be presenting a “talk” to your youth group.
   - Using the SCORRE method, you will write and present a youth talk on a topic of your choice.
   - The talk is to be 15-20 minutes in length.
   - The presentation will be presented in front of a youth group and is to be video taped. This is crucial, so plan early in the semester to set this up with a local church or parachurch group.
   - You will ask at least four people (2 adults and 2 teenagers) to review your sermon based on the criteria discussed in class.

   **NOTE:** Due to the nature of grading video-taped sermons (it takes roughly one hour per sermon), the instructor has to have two weeks to do this. While this is different than the normal one week turnaround, the nature of the assignment requires a different time frame.

   **Videotaped sermons are due no later than November 7.**

6. **Evangelism Group Project**
   The way we approach evangelism tells a lot about how we view God. Your group will create and present to the class an evangelism program for either a church or parachurch ministry. You will need to express the following items as part of your strategy:
   - The context of the church or parachurch you are using
   - Your specific theology of evangelism
   - How your program works itself out in practice
   - What group of adolescents your program is primarily geared to reach
   - The type of training necessary to put this program in place
   - The number and type of people involved in evangelism practices

   **Presentations will happen in class on December 5 (and If necessary, during the final exam period).**
VII. COURSE GRADING PROCEDURES:

1. Final Grade Criteria
   Reading Report 5%
   Participation 5%
   Paper 20%
   Curriculum Review 20%
   Sermon 20%
   Evangelism Group Project 30%
   100%

2. Grading Scale
   A = 94-100%  Unusually high quality, exceptional work
   A- = 90-93%   Far above average, fine work
   B+= 87-89%   Above average for graduate work
   B  = 83-86%   Very good, average for graduate work
   B- = 80-82%   Slightly below average for graduate work
   C+ = 77-79%  Meets requirements, but noticeable inadequacies for graduate work
   C  = 73-76%  Meets requirements, but with significant gaps for graduate work
   C- = 70-72%  Meets requirements, but serious gaps
   D+ = 67-69%  Minimal work
   D  = 63-66%   Barely acceptable
   D-  = 60-62%  for specific assignment
   F = below 60% Failure.
   I = Incomplete work (this is rarely given; it denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment. If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as “F”). From ATS 2001-03 Catalog page 29 (emphasis added)

3. Academic Honesty
   Any instance of cheating or plagiarism of any kind will result in an automatic zero on that specific assignment. Any repetition of cheating or plagiarism will result in a failing grade for the course. I operate on the honor system that all work turned in is your own.

4. Submitting Work
   I expect us (myself included) to use proper English grammar at all times. This includes complete sentences, punctuation, capitalization, and spelling. For assistance in this area, consult a standard style guide such as Carole Slade, Form and Style: Research Papers, Reports, and Theses (11th ed., Boston: Houghton Mifflin, 1999). Poor grammar will be reflected in the final grade.

   All material which is submitted should be double spaced with 1" margins utilizing a 12 point font. It must have a title page and bibliography which is not included in the length required. It should be written in excellent modern literary English with proper grammar, spelling, punctuation and rhetoric (including an introduction, conclusion and logical flow of argument). If it helps an outline may accompany the paper but this is not included in the length of the paper.

   While documentation formats for materials appearing on the Internet are not yet fully standardized, there are some attempts at this. Please follow the guidelines put together by [
Papers in this course should be submitted by email to the instructor as an attached file. The preferred file format is RTF (.rtf=rich text format) which is available in most word processing programs. Just "save as" and choose the .rtf option. If all else fails, contact ExL tech support or the professor.

Please remember that all written work must use inclusive language when reference is made to human beings (male and female). This provides for both greater inclusion and greater precision. For more information on this topic go to the Resource Center and look for "Inclusive Language."

5. Promptness
All papers and reports should be turned in on the scheduled dates. All work is due at class time. Any work turned in late will receive a deduction of one letter grade per week that it is late. No work will be accepted later than two weeks from the date it was due.

The instructor will provide both "timely" and "substantive" feedback to students regarding their assignments. "Timely" response means that for assessments of student work during the course of the academic term, the professor will have work marked, graded, and returned within one week of its submission; if the class has more than 40 students, the professor may take up to two weeks. In addition, the professor will provide "substantive" feedback that alerts students to what they have done well and how they might improve their performance in subsequent work.

Late assignments will not receive written feedback, nor is the professor bound to meet the one week turnaround. 
NOTE: Due to the intense time required to grade the video sermons, students should understand that these will take longer than the one week turnaround time. However, these will be graded and returned within two weeks.

VIII. GENERAL INFORMATION

1. Decorum
   If you want to know how to address me, I’m fine with “Jim” unless your upbringing or intuitive sense of decorum make that uncomfortable for you, in which case “Prof. Hampton” will be just fine.

2. Office Hours
   I will be keeping online office hours on Wednesday afternoons from 1 pm to 3 pm. Thursdays and Fridays are my writing day, and I am generally not available on those days.

3. Special Accommodation: Students needing special accommodations for this class should notify the professor during the first two weeks of the course.
IX. Grading Rubrics

Rubric for Paper

For “A” level work, the paper:
+ Clearly and concisely states the thesis or question to be undertaken.
+ No grammatical errors or infelicitous constructions or misspellings.
+ Presents its argument in an exemplary fashion, particularly as regards concision and clarity.
+ Draws a powerful conclusion that clearly relates the argument to the thesis.
+ Contains minimal to no distractive material.
+ Demonstrates clear evidence of deep and substantive reflection.
+ Demonstrates exemplary research and use of sources.

For “B” level work, the paper:
+ Clearly states the thesis or question to be undertaken.
+ Contains few grammatical errors or infelicitous constructions or misspellings.
+ Presents its argument in a reasonably clear and concise fashion.
+ Draws a substantive conclusion that relates the argument to the thesis.
+ Contains minimal distractive material.
+ Demonstrates clear evidence of substantive reflection.
+ Demonstrates cautious and substantive research and use of sources.

For “C” level work, the paper:
+ Attempts to clearly state the thesis or question to be undertaken.
+ Contains frequent grammatical errors or infelicitous constructions or misspellings.
+ Presents its argument in a fashion that is hard to follow and exhibits too much “subjectivity” (i.e., becomes more of an opinion piece).
+ Attempts to conclude in a fashion that relates the argument to the thesis.
+ Contains significant distractive material.
+ Demonstrates little evidence of substantive reflection.
+ Demonstrates little evidence of substantive research

For “D/F” level work, the paper:
+ Largely fails to identify a thesis or question.
+ Contains many grammatical errors/ infelicitous constructions/misspellings.
+ Presents little to no argument, and is mostly an opinion piece.
+ Draws no meaningful conclusion.
+ Minimal or no evidence of substantive reflection or research.
CURRICULUM EVALUATION

Theological  /20
  Describes the curriculum’s theological stance on at least five of the core issues presented in class.

Educational  /20
  Describes the curriculum’s educational stance on at least five of the core issues presented in class.

Practical  /20
  Describes the curriculum’s practical stance on at least five of the core issues presented in class.

Context  /20
  Describes the appropriateness of the curriculum for youth ministry in general, and also delineates the proper contextual settings in which it would work.

Synthesis of material  /10
  Review reflects class reading, lectures, discussions, and personal critical thought.

Writing Style  /10
  Reflects graduate level work
SCORRE SERMON EVALUATION

Central Theme  /15
   Theme clearly stated and sermon emphasized this theme.

Exegesis  /15
   Sermon gives evidence that the student has done his or her “homework” in properly exegeting the Biblical text(s) OR sermon is topical and faithfully represents the biblical and theological idea.

Main Point(s)  /15
   Main point(s) direct listener back to the central theme.

Illustrations  /15
   Pertinent to the topic and helped the listener better understand the topic being discussed.

Transitions  /15
   Presenter smoothly moved from one point to another.

Application/Direction  /15
   Either helped students make personal or group application and gave them opportunity to do so, or helped the student do something or better understand a concept.

Poise and Body Language  /10
   Eye contact, acceptable volume, good posture, sufficient presence

Time
   If sermon is not within given time frame, a deduction of 5 points will be applied.
GROUP EVANGELISM PROJECT

Context /16
Adequately described the context of the ministry used.

Theology of Evangelism /16
Theology contained Biblical and theological support, and was faithful to the theological tradition of the parachurch or church ministry.

Description of Program /16
Adequately described the primary components of the program and showed how it all fits together.

Target Audience /16
Justified the target audience it is seeking to reach, and was sensitive to the developmental and cultural needs of that audience.

Training Needed /16
Covered the potential cost of money, people, and resources.

Synthesis of Class Material /10
Review reflects class reading, lectures, discussions, and critical thought.

Presentation Style /10
Properly engaged the audience; helped to deliver the message without distracting the audience.
X. PROGRAMMING CALENDAR AND COURSE OUTLINE

**NOTE:** As a general rule, assignments and due dates will not vary from this schedule. Any changes will be announced in advance of the due dates for assignments.

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<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
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<td>Module 1: Education as a Spiritual Exercise</td>
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<tr>
<td>Sept. 5</td>
<td>To Know As We Are Known</td>
<td>TKWK, all</td>
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<td>Module 2: The Formation of the Adolescent</td>
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<td>Sept. 12</td>
<td>Identity/Spirituality/Recent Research</td>
<td>WCT, 7-22; SS, 3-271</td>
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<td>Module 3: Effective Communication: Teaching</td>
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<td>Sept. 19</td>
<td>The Church as Curriculum</td>
<td>WCT, 35-62, 81-92</td>
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<td>Sept. 26</td>
<td>Learning Styles/Educational Methods</td>
<td>Paper due WCT, 103-110</td>
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<td>Oct. 3</td>
<td>Evaluating Curriculum</td>
<td>WCT, 23-34, 63-80</td>
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<td>Module 4: Effective Communication: Speaking</td>
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<td>Oct. 10</td>
<td>Thinking Narratively</td>
<td>HSY, 13-107</td>
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<td>Oct. 17</td>
<td>SCORRE Method</td>
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<td>Oct. 24</td>
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<td>Oct. 31</td>
<td>Models/Methods</td>
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<td>Discipleship/Follow-up</td>
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<td>Sermon due</td>
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<td>Nov. 21</td>
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<td>LLSG 11-91</td>
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<td>Module 6: Small Groups</td>
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<td>Nov. 14</td>
<td>Rationale/Philosophy/</td>
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<td>Wesley and Small Groups</td>
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<td>Nov. 21</td>
<td>Organizing/Running/Rethinking Small Groups</td>
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<td>TSB – all</td>
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<td>READING WEEK – NO CLASS</td>
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<td>Dec. 5</td>
<td>Evangelism Project Presentations</td>
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<td>Final</td>
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<td>Exam</td>
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NAME: ______________________________________________________________

I have read (not just skimmed) all course readings except for the following:

I have listened to the following two tapes and attach here my outlines and critique: