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YM 510 Foundations of Youth Ministry

James Hampton

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Foundations of Youth Ministry (YM510XL) Fall 2004 – 3 Credit Hours

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Office Hours: Wednesday 12-3pm (E.T.); other times by appointment

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The teenagers I know are both cynical and harshly passionate. What they want is so big, it's hard to get your eye around it at first. Who would've thought that teenagers talking about sex would end up talking about their souls? For that's what they're talking about, isn't it? Not body heat but life everlasting. Not the adventure of skin on skin, but a dinner table in the skies. They have none of our ambivalence—independence vs. love, distinction vs. belonging. Their struggle is with the world—will it let them lose their loneliness? And how? They want something bigger than themselves to live for, something steadier and stronger than one-on-one love, something I long for and loathe, something eradicating—a “we” in their lives; a family feast that never ends, a tribe of friends, God's will.

Kathie Dobie, Mother Jones (January/February 1995)

I. WELCOME

I'm so glad that you are taking this class. You can check out my video introduction to see what I look like. If you care to know just a little bit more about me, you can click on the resume attached to my name in FirstClass. I've spent all of my adult life in some form of youth ministry—local church, denominational leadership, writing and publishing, and now teaching. If you can't figure it out, let me put it this way—I LOVE YOUTH MINISTRY!!! I love the zany games, the long nights, eating lots of pizza, the all nighters.... (Well, not really the all nighters—I'm too old and tired for those. ☺) But most of all, I love helping students personally encounter the risen Christ, and seeing the radical transformation that He makes in their lives.

Together, we will spend this semester exploring many aspects of youth ministry, but for me, they all boil down to one thing: how can we, as faithful adults, help guide our students to ultimately discover their identity in God? Take a moment and read (or re-read) the quote by Kathie Dobie posted above. I like this quote because I think it gives us a great picture of adolescence—with all of its weird contradictions! ☺ But most importantly, I like it because it reminds me that students really are searching for God. They may not be able to verbalize that search, and they may not even recognize it, but it is there. Part of our job is to help them with this search. That is the task of this class. My prayer is, as we critically examine the task of youth ministry, that we will become sensitized to the needs of adolescents, and grow in our passion to help them develop a personal, growing relationship with Jesus Christ.

II. COURSE DESCRIPTION:

Explores roles and responsibilities of the career youth minister, grounded in the vocation of “ministry as change agent,” including grounding in a theology of youth ministry, studies in

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formative needs of youth; staff development, resource development and selection; with special attention to maximizing multiple-staff opportunities and responsibilities, ministry through facilitating and empowering staff, and coordinating a multidimensional youth development ministry. (Catalog)

III. PLACE OF COURSE IN THE CURRICULUM:

This course is required of all MAYM majors. It is the primary course out of which all other Youth Ministry courses grow. It is designed to help the prospective youth minister not only understand youth ministry as practical theology, but also learn how to think theologically about youth ministry as a holistic ministry within the church.

IV. COURSE OBJECTIVES:

1. Provide a framework for youth ministry that is grounded in biblical theology and ecclesiology.
2. Understand developmentally the “critical years” of adolescent from existing theoretical models with a view toward how these years shape one’s identity and faith commitments:
 - A. Identify the crucial issues confronting youth in our culture
 - B. Distinguish one’s own identity issues as distinct from those of the target population and establish anchor points for one’s own spiritual formation.
3. Identify and critique models and styles of youth ministry:
 - A. Assess the strengths and weaknesses of each approach
 - B. Develop a capacity to holistically evaluate an existing youth program.
 - C. Seek designs that integrate youth students into the intergenerational community of faith
4. Acquire the skills necessary to develop a comprehensive youth ministry that is reflective of a theological, ecclesiological, and developmental perspective.
5. Gain an acquaintance with resources available for equipping ministry enhancement.

V. CLASS RESOURCES

You should call the Asbury Seminary Bookstore, managed by Cokesbury, to order your text books. They will be sent to you by mail.

Textbooks

Crabtree, Jack. *Better Safe Than Sued*. Loveland, CO: Group Publishing, 1998. 217 pages (7-223) (BSS)

Course Packet for YM510

Dean, Kendra Creasy and Ron Foster. *The Godbearing Life: The Art of Soul Tending for Youth Ministry*. Nashville: Upper Room, 1998. 202 pages (9-210) (GL)

DeVries, Mark. *Family-Based Youth Ministry*. InterVarsity Press, 2004. 168 pages (15-182) (FBYM)

Myers, William. *Black and White Styles of Youth Ministry*. Cleveland: United Church Press, 1991. 188 pages (3-190) (B&W)

Other Resources

Barefoot Ministries subscription

Course CD (distributed by Information Systems via snail mail)

Maas, Robin. “Christ and the Adolescent” in *Christ and the Adolescent*—1996 Princeton

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Lectures on Youth, Church and Culture. 41 pages (C&A)

<http://www.ptsem.edu/iy/research/lectures/lectures96.htm>

Moltmann, Jurgen. "What is a Theologian?" in *An Unexpected Prophet*—1999 Princeton

Lectures on Youth, Church and Culture. 11 pages (WT)

<http://www.ptsem.edu/iy/research/lectures/lectures99.htm>

NOTE: You will need a PDF viewer to read these articles. If you don't have one, you can download the Adobe PDF viewer at:

<http://www.adobe.com/products/acrobat/readstep2.html>

VI. COURSE REQUIREMENTS:

1. Reading

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 you have done for class. It will be turned in at the end of the semester. The reading report and class participation will count as 10% of your total grade.
Due December 14, 2004.

2. Class Participation

Since this is an online course, your participation is vital to making this class work. Therefore, you will be expected to participate on a weekly basis. Your engaged participation is crucial for your own learning and for the entire group. Therefore, it is expected that you will post assignments when requested, and respond to your co-learners as required in a thoughtful and informed manner. Your interaction must be informed, demonstrating you have read the material. Your participation grade will be determined by on-time postings and your interaction with and use of the course material. I am more interested in the quality of your postings than in the quantity. Replies that only say, "No, I don't agree" don't keep the conversation moving. Replies that say, "No, I don't agree, and here's why..." and then spell out the reasons for the argument are beneficial to the community.

Some examples of evaluative criteria for your participation may include:

- a. Did you give a succinct, understandable statement that reflected your understanding of the course material and its relationship to the question posed?
- b. Did you reflect critically on the interface between course content and personal experience?
- c. Did you post your own answers/responses in a timely way, so as to promote conversation among the members of your team?

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- d. How effective were you in generating ideas/proposals for group interaction?
- e. How effective were you in your engagement with the ideas/proposals generated by others on your Team?
- f. Did you respond to your Teammates as per the instructions for the exercise?
- g. Did you attend to issues of form and style appropriate to academic writing?

3. Media Focus:

Each class member will present to the class at a designated time a short (no more than 4 minute) film clip portraying an issue of adolescence and/or youth ministry, particularly as these apply to the chosen topic(s) discussed in class. Since it is impossible for us to see the clip online, you will need to provide the following information:

- a. Title of movie and year produced
- b. Starting and ending point of movie (give both time designations, and a **brief** description of this)
- c. Describe the scene for us—who are the characters, what is the action, what is the dialogue that is being spoken, where does this take place?
- d. How does this clip portray an issue of adolescence and/or youth ministry?

I will demonstrate the first one. **Presentations will begin the week of September 13.**

4. Theology of Youth Ministry Paper

This 8-12 page paper should summarize your vision for youth ministry as it should be practiced from within your particular theological tradition. What is the Biblical basis and theological grounding from which you do ministry? Identify the primary theological doctrine(s) which serve as the starting point for your theology of youth ministry and the distinctive ways this/these doctrine(s) is/are understood by your particular theological tradition. Be sure to include the following:

- Mission statement for your ministry
- Scripture(s) that describe and define why
- How your theological doctrine(s) impact the purposes/practices that drive your youth ministry.
- Whether your theology of youth ministry leans more toward nurture or conversion.
- How this theological starting point addresses youth, both in terms of their stages in the lifecycle and in terms of their cultural position.

Due October 21, 2004.

5. Youth Ministry Portfolio

Working together with the team assigned by the professor, your group will create a one-year portfolio which shows what a youth ministry looks like when it is based on a proper theological foundation as its starting point. Your group should address the following issues:

- Ministry Context – Identify the following:
 - *Choose a church or parachurch ministry and identify it (name, location, size, purpose, etc.)*
 - *The “communities” of which the youth group is a part*
 - *The overall climate of the youth ministry*

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- *The social and developmental needs and the youth culture present*
- Mission Statement – This should be supported by your chosen theology of youth ministry and should be in dialogue with your own personal history and current philosophy of youth ministry.
- Goals this youth ministry will seek to accomplish for one year, three years, and five years.
- Model of Youth Ministry – What model of ministry best serves the theological doctrine(s) you have chosen to base your ministry on and how does that model contribute to the furthering of your theology of youth ministry? Describe the model of youth ministry you choose, then consider the following questions:
 - *Why do you believe this model would be effective in this locale?*
 - *How does your model reflect your chosen theological doctrine as expressed in this youth ministry's theological tradition?*
 - *How does this model reflect sensitivity to the developmental issues pertinent to your targeted age group?*
 - *What will be your strategy for reaching the unchurched in a postmodern world?*
 - *What are the programmatic levels that encourage deepening discipleship, leadership, and missional opportunities?*
- A description of the leadership approach for the ministry and the necessary characteristics of such leaders.
 - *What are your particular gifts and graces for ministry? How are they reflected in the chosen leadership approach?*
 - *How will your ministry team be organized? How will you utilize volunteers?*
- A list of church and community resources and services that address the needs of youth.
- A one-year calendar of programming that reflects the theological and philosophical foundations on which the youth ministry is based. Be aware of how the traditional and church calendar may influence your planning. Your calendar should include the following:
 - *Topics for Sunday School and youth group meetings.*
 - *Leadership training and meetings (both youth and adults).*
 - *Fun activities*
 - *Ministry/service projects*
 - *Fundraisers*
 - *Worship*
 - *Parent support*
 - *Etc.*
- An annotated bibliography of youth ministry resources. Each of the following headings should have at least 5-7 resources listed:
 - *Adolescent Development*
 - *Youth Ministry Theology and Philosophy*
 - *Youth Ministry Programming*
 - *Discipleship/Mentoring*
 - *Worship*
 - *Service/Ministry*
 - *Fun/Games*

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**NOTE: Previous groups have found that this assignment takes *much* more time than they anticipated. In addition, previous groups' projects have averaged around 30-35 pages, so don't wait until the last moment to try and do this, or you may find that your hurried work is reflected in your grade.
Due December 2, 2004.**

VII. COURSE GRADING PROCEDURES:

1. Grading Rubrics

A grading rubric will accompany every assignment that I grade. If you review the rubric before you begin your assignment then you will know the standards that I am setting to evaluate your work. After your assignment is graded the rubric will indicate where your strengths are and where changes need to occur.

2. Final Grade Criteria

Reading Report	10%
Participation	10%
Video Clip Presentation	15%
Theology of Youth Ministry Paper	30%
Youth Ministry Portfolio	<u>35%</u>
	100%

3. 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)

4. 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.

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5. 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 [Andrew Harnack and Gene Kleppinger](#).

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."

6. Promptness

All papers should be turned in on the scheduled dates and times. 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.

E-team assignments or discussion center assignments. These assignments are time-sensitive and are not amendable to negotiating a different due date. You will partial receive credit for an e-team/discussion center assignment that is posted late, provided that you post the assignment **before** the working week ends (working week runs from Noon Tuesday to Noon the following Tuesday). You will not receive credit for an e-team/discussion center assignment if you post it after the close of the week.

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

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“substantive” feedback that alerts students to what they have done well and how they might improve their performance in subsequent work.

Late papers will not receive written feedback, nor is the professor bound to meet the one week turnaround.

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. Disclaimer

This is my first time teaching this course online. Although I have taught the same course several times on campus, I still have a LOT to learn about teaching and working in an online environment. I would ask that you extend some grace to me as we learn to communicate and work in this medium. Also, I will be looking forward to your comments on the class. Are the assignments and discussions working? Are you having problems? Let me know. I promise to do my best to make this a good learning environment for you, but you will need to assist me by letting me know what is working and what isn’t working. Together, we will not only learn about youth ministry, but learn what it means to “live” in community.

3. Office Hours

I will be keeping online office hours on Wednesday afternoons from 1 pm to 3 pm Eastern Time. During this time, I will be logged into the system, and I will be responding to all of your postings (in the order in which they were received). I will also be checking on the class periodically throughout the week. However, Friday is my writing day (I am working to finish my dissertation), and I am generally not available on that day.

4. Time Off

I will always do my best to let you know if I am going to be away during the semester. During this semester, there will be three times I will be gone: October 21-25 (NAPCE/AYME Conference in Orlando, FL); Nov. 16-18 (Worship, Art, Liturgy and Preaching conference, Wilmore, KY); and Nov. 19-23 (National Youth Worker’s Convention, Atlanta, GA). NOTE: While I will be gone during this time, there will still be modules you will need to complete.

Since this class requires active participation, please let me know if you will be away for any extended periods as well. We can also arrange times to speak via telephone either during my office hours or by special appointment. Just let me know if you would like to set that up.

5. Online Etiquette:

A crucial element of this course is the dialogue that we enter into with each other. All discussions are to be in the vein of encouragement, gentleness, patience, persistence, and hope. This does not mean that we will not challenge, confront, or question each other. It

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does mean that these things will be undertaken for the purpose of growth and stimulation to think and understand the subject at hand more deeply and more intimately.

The on-line aspect of this class requires good “e-manners.” For example: Using all capital letters means “yelling,” if you want to give emphasis to a phrase or word use *italics* or **bold**.

Learn to use symbols to express emotions such as: Smile, happy :-) Sadness, :-(etc.

In posting your responses to the on-line questions and conversations please remember that your team members do not benefit from hearing your tone of voice or seeing your body language, *so be careful how you put things in writing!* You may be perceived as shouting, when you only meant to add an emphasis.

6. Special Accommodation

Students needing special accommodations for this class should notify the professor during the first two weeks of the course.

IX. COURSE LEARNING ENVIRONMENT (Our Commitments to Each Other)

1. Regular participation is expected and required. Since this course is focusing on a professional ministry area, most of the teaching will center on a dialogical format. As a cooperative learning environment is the expectation for this course, your participation is very much a part of the learning experience. This class is not an independent study. Our classroom may be electronic but it is nonetheless real. We will be interacting with and learning from one another. Expectations (including participation) will be spelled out with each learning module. It is acceptable for you 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.
2. Since this is a course in Youth Ministry, it is important that you engage equally in reading and exposure to youth. It is greatly encouraged that you be actively involved in some aspect of youth ministry. Much of the course will focus on youth ministry from a congregational ministry perspective.
3. A praxis method of teaching and learning will govern this class. The continual interaction between theory and practice will be explored. Practical applications should be properly informed by theological and educational theories. This should be reflected in both your projects and your posts.
4. Our course will begin on Tuesday, September 7 at 10 a.m. (ET). On that Tuesday the first module will be accessible within the Course Center. A new module will be accessible every 3rd Tuesday by 2 p.m. (ET). Upon opening each module, you will find detailed instructions pertaining to the particular focus of that week of study. As was stated previously, these modules will consistently be found within the Course Center. Each module will be built around several common experiences:
 - b) Required reading

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- c) Dialogue with other students regarding the information and it's impact on your youth ministry.
- d) A written presentation of how this information has impacted you and your youth ministry.
5. I will respond to all of your personal messages on a first come first serve basis as posted in the YM510-XL-Office (which only I can read). In case an "urgent" message needs a quick response simply write URGENT in caps in the subject line (just please don't cry wolf).
6. While I might not participate in all your discussions, I will monitor your group conversations and participate at times.
7. Once or twice during the semester, I will check in with you to see how you feel about this ExL experience and ask for your suggestions (be gentle).
9. You will need to invest the same amount of time in this class as if you were on campus. Plan on 10-12 hours of reading, reflecting, discussing, and writing each week.
10. Sometimes things happen. If you find yourself in a real crisis, e-mail me as soon as possible so we can look at the possibility of adapting the schedule and I can pray for you specifically.

X. ExL Contact Information:

While I can help you with course content, you will want to contact the good folks in our Information Systems office for help with technical questions. To make the most of your learning experience and to ensure it is a beneficial one, please contact the following people if you have questions about any of the ExL issues.

ExL Contact Information:

For general questions regarding the **ExL program**, email
ExL_Director@asburyseminary.edu

For **technical support**, email **ExL_Support@asburyseminary.edu**

Obtaining Library Materials and Assistance

General Questions: information_commons@asburyseminary.edu

Toll-free 1-866-454-2733

This is the best place to start when you have questions about library resources. Help is available Monday-Thursday from 8AM-7PM and Friday and Saturday from 8AM-5:45PM. If the people at the desk can not answer your questions, they will direct you to the person or department who can.

Materials Requests: library_loan@asburyseminary.edu

Toll-free 1-866-454-2733

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ExL Students may request books, photocopies or emailed attachments of journal articles/reference books from Asbury Seminary's Library. Please allow 3-10 business days for all requests to be filled. Contact the library loan office for information on costs and instructions on how to make requests.

ExL students are also encouraged to make use of local library resources. Students who live within a 50 mile radius of either the Florida or the Wilmore campus should come to campus to obtain their materials.

Research Questions: Hannah_Kirsch@asburyseminary.edu
Or call the toll-free number and ask to be transferred to Hannah (x2189).

ExL students are encouraged to contact Hannah Kirsch for research assistance including help choosing a paper topic, determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other library materials.

Online Databases:

To access the online library resources including the library catalog and full-text journal databases, go to www.asburyseminary.edu/library and enter your 10 digit student id number in the login box. Your student id is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0's to the front to make a ten digit number (20000XXXXX where XXXXX = your student id). If you have questions, contact the information commons desk.

XI. Class Structure and Course Navigation (Windows and Icons):

Course Center: This will contain a copy of the syllabus as well as all class modules (No interaction takes place here. This is where the prof. posts course materials only).

Discussion Center: This will be used for all public, class communication. Anytime you have a question or comment about the course, the modules, the assignments, or anything else which would be of interest to your classmates and the professor, you should post to the Discussion Center.

YM510-XL-Office: This is for private correspondence between you and the professor. Most communication should be directed to the Discussion Center so that fellow learners can benefit from your questions or comments. However, if there is a sensitive matter you would like to direct my way, including crises in your life, confusion or concern over my evaluative remarks, or a concern about a fellow learner, feel free to send me a note via the Office icon. This should not be used to ask general course-related questions.

Archives Center: This will be used for storing conversations that have already taken place during the course of the semester. This keeps the Discussion Center from becoming too unmanageable.

Chat Center: This is intended primarily for real-time interaction among students. You can get together with other members to study, ask questions, or to explore topics. Remember: None of the conversations carried on in this location are ever saved.

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Resource Center: This provides access to a number of specific tools available to all ExL students. These include access to the B.L. Fisher Library, chapel services in Estes Chapel, ExL Updates, Guidelines for Success, Helpful Hints, Interesting Links, a Powerpoint Viewer, and a Real Audio Player.

Teams: You will be assigned to a team which will work together to create one of the major projects for the class. In addition, you will often need to respond specifically to comments made by other members of your team throughout the semester. The individual modules will give you the information about when you need to work in your team folder.

Virtual lectures: These lectures seek to orient us as a class to the issue under discussion in the particular learning module. They will be supplemented by reading in the textbooks and will be followed by questions which will prompt our discussion.

Youth Group Lock-In: Throughout the semester as you have things to share, prayer requests, even jokes or stories, please post them in this area. I will keep you updated on my life. At times I will ask someone to pray for us all as we begin the week. To get to know your classmates, just check out their resumes by double clicking on their name on FirstClass.

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XII. Grading Rubrics

NAME: _____

GRADE: _____

YOUTH MINISTRY PORTFOLIO EVALUATION

Ministry context Adequately describes both church and community context (especially youth contexts)	/10
Mission statement Emerges out of theological doctrine	/10
Goals of youth ministry Goals are clearly stated, have measurable standards, and point to mission statement and doctrine.	/10
Model of youth ministry Model stated and explained in relation to doctrine and mission statement	/10
Leadership approach adequately stated Approach meshes with model and uses existing resources	/10
Church and community resources Resources adequately researched and has balance between the two areas	/10
Calendar Reflective of doctrine, mission statement, balance and model	/10
Annotated bibliography Sources are representative of field and current	/10
Synthesis of material Portfolio reflects class reading, lectures, discussions, and personal critical thought.	/10
Writing Style Reflects graduate level work	/10

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XIII. MODULE 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.

Module Zero: Introduction to Class and Each Other

Dates: September 7-13, 2004

Required Reading:

Team Project: None

Discussion Center Postings:

1. Write a short bio of yourself and post to the Discussion Center. Tell us the following information:
 - a. Current location
 - b. Occupation/ministry role
 - c. Family situation
 - d.
2. Post a response to these questions, limiting your answer to no more than 50 words per question, and then reply to two of your classmates' responses:
 - a. What was your exposure to the church during adolescence?
 - b. What involvement do you have with youth ministry now?
 - c. Why are you taking this class?

Online Meeting: None

Module One: Youth Ministry as a Practical Theology

Dates: September 14-27, 2004

Required Reading:

Team Project:

Discussion Center Postings:

Online Meeting:

Module Two: Youth Ministry and Social Science

Dates: September 28-October 11, 2004

Required Reading:

Team Project:

Discussion Center Postings:

Online Meeting:

Module Three: Understanding Current Practices

Dates: October 12-November 21, 2004

Required Reading:

Team Project:

Discussion Center Postings:

Online Meeting:

READING WEEK – November 22-29 – USE THIS WEEK TO WORK ON YOUR GROUP PORTFOLIO PROJECT

Module Four: Reflecting on Concrete Situations

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Dates: November 30-December 13, 2004

Required Reading:

Team Project:

Discussion Center Postings:

Online Meeting:

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- Sept. 6 Course / syllabus overview
Module 1: Foundations
Doing Practical Theology
- 13 Doing Ecclesiology
Doing Pastoral Theology
- 20 Historical Perspective: Conversion or Nurture?
Cultural Look at Adolescence
- 27 Search for Identity
Faith Development
- Oct. 4 Module 2: Understanding Current Practices
Theology and Programming
Theology and Context B&W, pp. 3-190
- 11 Calendaring, Programming and Budgeting
Traditional Models of Youth Ministry, part 1
- 18 Traditional Models of Youth Ministry, part 2
An Alternative Paradigm: The Godbearing Life GL, pp. 11-102; C&A (online)
- Theology of Youth Ministry Paper due
- 25 Practices of Teaching/Nurture GL, pp. 159-172
Practices of Witness GL, pp. 173-184
- Nov. 1 Practices of Communion and Compassion GL, pp. 139-158
Practices of Worship and Dehabituating GL, pp. 185-205
- 8 Module 3: Reflecting on Concrete Situations
Leadership Styles
Leadership Development
- 15 Evaluation: Formative and Summative BSS, pp. 7-223
Resourcing and Networking
- 22 FALL READING WEEK – NO CLASS
- 29 Legal and Safety Issues
Youth Worker Panel Portfolio due
- 6 Why Youth Ministers Fail . . . and How to Keep
it from Happening to You
- Topical Catch Up Reading Report due
- ??
1-3pm

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READING REPORT: YM510 (FALL 2004)
Due December 8, 2004

Name: _____

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