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YM 610 Communicating the Gospel to Youth

James Hampton

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Area of Christian Discipleship and Leadership   **3 hours credit**
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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" <u>Theology Today</u>, January 2000**

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 First Class.

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 the components of youth ministry— evangelism, preaching, teaching, small groups, discipleship, etc. However, 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 Kenda Creasy Dean posted above. I like this quote 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 these elements 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:

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 will discover appropriate ways for adults to relate to youth and their culture, within the boundaries of sound hermeneutic principles.
2. Students will 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
You should call the Asbury Seminary Bookstore, managed by Cokesbury, to order your text books. They will be sent to you by mail.

Textbooks
Davis, Ken. How to Speak to Youth. Grand Rapids: Zondervan, 1996. 183 pages
Donahue, Bill. Leading Life-Changing Small Groups, Revised. Grand Rapids: Zondervan, 2002. 208 pages.
Hampton, Jim and Edwards, Rick (eds.). Worship-Centered Teaching. Kansas City: Beacon Hill, 2001. 104 pages.
McNabb, Bill and Mabry, Scott. Teaching the Bible Creatively. Grand Rapids: Zondervan, 1990. 193 pages.
Myers, Joseph R. The Search to Belong: Rethinking Intimacy, Community, and Small Groups. Grand Rapids: Zondervan, 2003. 192 pages.
Palmer, Parker. To Know as We are Known. San Francisco: Harper, 1993. 160 pages.
Stier, Greg. Outbreak: Creating a Contagious Youth Ministry Through Viral Evangelism. Chicago: Moody, 2002. 247 pages.

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, 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 you 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 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/listening you have done for class. **Due August 19, 2005.**

2. 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?
    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?

Your participation counts as 10% of your grade.

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. **Emailed to me by June 22, 2005, 12pm EST.**

4. 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. It will be up to you to arrange this with your local church or parachurch ministry or to find another youth group option.

   Videotaped sermons must be received by the professor no later than August 3, 2005.

5. Evangelism Group Project
   The way we approach evangelism tells a lot about how we view God. You will be part of a group that will need to create 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

   Be creative. Feel free to use Powerpoint or create a video or some other method to convey your thoughts. Imagine that you are presenting your ideas to your youth volunteers and trying to convince them of the validity of your proposal.

   Presentations will need to be in the hands of the professor no later than August 17, 2005.

6. Curriculum Review
   You will need to conduct an intensive curriculum assessment of at least two youth curriculum resources. Standard guidelines will be discussed in class 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 must be emailed to professor no later than July 13, 2005, 12:00pm EST.

VI. COURSE GRADING PROCEDURES:

1. <u>Final Grade Criteria</u>

Reading Report	5%
Participation	10%
Paper	20%
Sermon	20%
Evangelism Group Project	25%
Curriculum Review	<u>20%</u>
	100%

2. <u>Grading Scale</u>
   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. <u>Academic Honesty</u>
   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. <u>Submitting Work</u>
   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 [http://english.ttu.edu/kairos/1.2/inbox/mla_archive.html]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."

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.**

   E-team assignments or discussion center assignments are time-sensitive and are not amendable to negotiating a different due date. You may receive partial 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 Wednesday to Noon the following Wednesday). 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 "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.

   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. 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, I will be gone June 21-28 (Church of the Nazarene General Assembly) and August 4-6 (Exemplary Youth Ministry Conference) 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 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, June 7 at 12 p.m. (EST). On that Tuesday the first module will be accessible within the Course Center. A new module will be accessible every following 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. Most module will be built around several common experiences:
    a)   Required reading
    b)   Dialogue with other students regarding the information and it's impact on your youth ministry.
    c)   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).

8. 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.

9. 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, contact Dale Hale at ExL_Office@asburyseminary.edu

For technical support, contact Alex Miller or Jared Porter at ExL_Office@asburyseminary.edu

For library research support, email contact theInformation Commons at
Information_Commons@asburyseminary.edu

For library loans, contact Dot James at Library_Loan@asburyseminary.edu

<u>Obtaining Library Materials and Assistance</u>
1. General Questions: Information_Commons@asburyseminary.edu, or 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
    Information Commons desk cannot answer your questions, they will direct you to the person or
    department who can.

2. Materials Requests: Library_Loan@asburyseminary.edu, or Toll-free 1-866-454-2733
    - ExL Students may request books, photocopies or email 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.

3. Research Questions: Information_Commons@asburyseminary.edu
    - Or call the toll-free number and then Information Commons x2233.
    - ExL students are encouraged to contact Hannah Kirsch (x2189) for advanced 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.

4. Online Databases:
    - To access the online library resources including the library catalog and full-text journal databases, go
    to http://www.asburyseminary.edu/icommons/index.shtml 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 10-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.

YM610-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.

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.

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.

XII. 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

NAME: _____   GRADE: _____

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 GRADE: _____

INDIVIDUAL GRADE: _____

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.

XIII. 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.

DATE	TOPIC	ASSIGNMENT
Week 1	Module 1: Education as a Spiritual Exercise	
	Module 2: The Formation of the Adolescent	
Week 2	Identity/Spirituality/Recent Research	
	Module 3: Effective Communication: Teaching	
Week 3	The Church as Curriculum	**Paper due June 22**
Week 4	Learning Styles/Educational Methods	
Week 5	Evaluating Curriculum	
	Module 4: Effective Communication: Speaking	
Week 6	Thinking Narratively	**Curriculum Review due July 13**
Week 7	SCORRE Method	
	Module 5: Evangelism	
Week 8	Rationale/Philosophy	
Week 9	Models/Methods	**Sermon due August 3**
Week 10	Discipleship/Follow-up	
	Module 6: Small Groups	
Week 11	Rationale/Philosophy/Wesley and Small Groups	**Evangelism Project due August 17**
Week 12	Organizing/Running/Rethinking Small Groups	

READING REPORT: YM610XL (SUMMER 2005)
Due August 19, 2005

Name:_____

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

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