1-1-2008

YM 665 Youth Culture and Trends

Dean G. Blevins

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YM510 – Foundations of Youth Ministry
Fall 2008

School of Practical Theology   **T – 2:30-5:15 p.m.**
Associate Professor: Jim Hampton   **Room: SH123 /**
Office Hours: T, Th 10am-11am or by appointment   **3 hours credit**
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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)**

Mixed Media Course
This is a Distance Learning Class. The course will be offered on both Asbury's Kentucky and Orlando campuses through *mixed mode delivery*—using both live video distribution and online avenues integrated into the instruction of the course, and with networking activities constituting a regular part of the course grade. Additionally, course materials (such as PowerPoint slides, handouts, co-curricular reading, et al.), as well as conferencing and a chat room, will be available on-line through our Moodle system. This means that every student will need access to internet access; access is possible through use of computers available in the Information Commons areas of both the Kentucky and Florida campuses, through an internet service provider from a home computer; or at a public library.

For assistance with all technical matters related to accessing course materials, send your questions by e-mail to ExL_Support@asburyseminary.edu.

I. WELCOME

I'm so glad that you are taking this 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 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 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 and open to all other students, as it fulfills a Servant Ministry elective in the MDiv curriculum. It is the 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 be effective in youth ministry through developing strategies for recruiting, training and motivating lay volunteers.
5. Create habits of reflecting on one's own journey, call, and spiritual formation with places of accountability and with attentiveness to the Spirit of Christ.
6. Gain an acquaintance with resources available for equipping ministry enhancement.

V. CLASS RESOURCES

Textbooks

Crabtree, Jack. *Better Safe Than Sued.* Grand Rapids, MI: Zondervan, 2008. 217 pages

Dean, Kenda Creasy. *Practicing Passion: Youth and the Quest for a Passionate Church.* Zondervan, 2006. 260 pages (PP)

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

King, Mike. *Presence-Centered Youth Ministry.* Downers Grove, IL: InterVarsity, 2006. 192 pages (PCYM)

Myers, William. *Black and White Styles of Youth Ministry.* Cleveland: United Church

Press, 1991. 188 pages (B&W)
YM510 Course Packet (291 pages)

Online Resources
Maas, Robin. "Christ and the Adolescent" in *Christ and the Adolescent*—1996 Princeton
Lectures on Youth, Church and Culture. 41 pages (C&A)
http://www.ptsem.edu/iym/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/iym/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 and will count as 10%
   of your total grade. It will be graded as follows: 100% - 100 points; 90-99% - 90 points; 80-89% - 80
   points and so on. **Due December 8, 2008.**

2. Participation
   Since this class is built on a dialogical setting, it is necessary that students participate in the daily
   discussions. While the professor acknowledges that there are different learning styles present in the
   class, and that some students may be naturally shy and less apt to engage others in conversation, he
   also understands that often the best way to process the information obtained in this class is through
   dialogue with others. Furthermore, the professor believes that each person has something to contribute
   to the topic at hand, and to not have that contribution seriously diminishes the ethos of the class.

   Participation will count as 10% of your total grade.

3. Class Attendance
   Class attendance is required. If for some reason you cannot attend, notification should be given to the
   professor <u>before</u> class in writing (email preferably). After the fourth hour of absence, the overall grade
   for the course will be negatively affected by 2% for each additional absence. A total of 9 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.
   **FYI—the Final Exam period is used in this class and is NOT optional. Once the date has been
   given by the Registrar's office, I will be sure to let you know..**

3. <u>Media Focus</u>:
    Each class member will present to the class at a designated time a short (absolutely no more than 7 minute) film clip portraying an issue of adolescence and/or youth ministry, particularly as these apply to the chosen topic(s) discussed in class that day. You will need to provide the clip for the class to watch, as well as explain to the class how the clip portrays an issue of adolescence and/or youth ministry. You will also need to turn in to the instructor a one-page written explanation of the film, this scene and its relevance to youth ministry. In addition, you need to supply the start and stop times for the clip, as well as the year the movie was produced (as some movies have multiple versions by the same name). Of course, watching a movie wouldn't be complete without a snack, so it would be nice if you could also bring some small snack for the class to enjoy. I will demonstrate the first one. **Presentations will begin September 16**.

    NOTE: ITEMS 4 AND 5 ARE THE OUTCOME OF WHAT YOU SHOULD LEARN IN CLASS.

4. <u>Theology of Youth Ministry Paper</u>
    This 10-12 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 that drive your youth ministry.
    ➢ How your theology of youth ministry addresses issues of nurture/conversion and protecting/empowering.
    ➢ 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 7, 2008.

5. <u>Youth Ministry Portfolio</u>:
    Working together with an assigned small group, 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:
       • *The "communities" of which the youth group is a part*
       • *The overall climate of the youth ministry*
       • *The social and developmental needs and the youth culture present*
    ➢ Mission Statement – Typically, this would be supported by your chosen theology of youth ministry and would be in dialogue with your own personal history and current philosophy of youth ministry. However, since this is a group project, you will need to work together to agree on a theology of ministry which will guide your collective ministry for this assignment.
    ➢ Goals this youth ministry will seek to accomplish.
    ➢ 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.
- 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.

➢ A one-year budget for your ministry

➢ 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

This is a large summative project. Typical portfolios average over 65 pages. Therefore, it will be incumbent on your group to not wait until the week before it is due to start.

NOTE: Some of you are currently involved in youth ministry, and will see the value this project has for your own ministry. Similar students in the past have asked if they could do this as an individual project, and have then worked together with their local leadership team to create the portfolio. Since this is a class in practical theology, the more you can apply what is learned in class to your local ministry setting, the better off you will be. If you wish to do this, please notify the professor by October 4.

Due December 2, 2008.

VII. COURSE GRADING PROCEDURES:

1. Gradings

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A grading rubric will accompany every assignment. If you review the rubric before you begin your assignment then you will know the standards that I am using 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%
Media Presentation	10%
Theology of Youth Ministry Paper	30%
Youth Ministry Portfolio	<u>40%</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.

Conduct that is considered dishonest includes: reusing previously and/or concurrently submitted material in another class without faculty permission, cheating by coping from another's work, allowing another to copy from one's own work, reading an examination prior to the date it is given without the instructor's permission and similar types of conduct. Unlawful duplication of copyrighted material such as music, library materials, computer software, as well as plagiarism are other examples of academic dishonesty. Plagiarism is the presenting of another's ideas of writings as one's own; this would include both written and oral discourse presentations. (Seminary guidelines related to acceptable duplication practice of copyrighted materials can be found at the library's circulation desk.)

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.

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 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 class period that it is late. No work will be accepted later than one week from the date it was due. [NOTE: This does not apply to the Media Focus since this is a class presentation. This will be presented on the date due or a failing grade for the project will be earned.] Papers may be emailed to the professor in order to meet the due date.**

    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. **[NOTE: Due to the intense nature of the portfolios, I simply cannot return these in the one week time allotment, and therefore will need two weeks to turn them around.]**

    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. Office Hours
    I will be keeping online office hours on Tuesday and Wednesday mornings from 10am to 11am. Other times can be scheduled by appointment.

3   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. We will be interacting with and learning from one another.

2. 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.

3. 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.

4. 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.

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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.

DATE	TOPIC	ASSIGNMENT
Sept. 2	Course / syllabus overview Module 1: Foundational Issues Youth Ministry as Practical Theology	Reading Packet: "What is a Theologian?" "Ch. 1 – Fessing Up" in *Starting Right*
9	Doing Ecclesiology and Pastoral Theology	Reading Packet: "Ch. 1 – Putting Youth Ministry Into Perspective" in *Reaching a Generation*
16	Cultural and Historical Look at Adolescence	Reading Packet "Ch. 2 – Adolescence as a Cultural Invention" in *Handbook YM* "Ch. 1 – The Teenage Mystique" and "Ch. 2 – Only a Phase" in *Rise & Fall Am. Teen* "Back to the Future" in *CEJ 1999*
23	Adolescent Development Issues 1: Physical, Social, Cognitive, Emotional	Reading Packet: "Chapter 4 – Cognitive Development" in *Adolescence*; and "Ch. 5 – Vanishing Markers" in *All Grown Up and No*
30	Adolescent Development Issues 2: Identity/Faith	Reading Packet: "Ch. 10 – Self and Personal Identity" in *Adolescence* "Ch. 3 – A Theology for Pacing, Then Leading" in *Shaping the Spiritual;* "Ch. 9 – Principles of Christian Formation" and "Ch. 11 – Cycle of Christian Formation in Adolescence" in *On The Way*
Oct. 7	Module 2: Models and Current Practices of Youth Ministry Theology, Programming and Context	Reading Packet: "Ch. 4 – A Sociological Framework for Doing Youth Ministry" in *Reaching a Generation* and "Ch. 18 – Community Context" in *Starting Right* <u>B&W</u>, pp. 3-190 **Theology of Ministry paper due**

14	Traditional Models of Youth Ministry	<u>FBYM</u>, pp. 15-210
	An Alternative Paradigm: The Godbearing Life	<u>GL</u>, pp. 11-102 <u>C&A</u> (online)
21	Practices of Teaching, Nurture and Witness	<u>GL</u>, pp. 159-184
28	Practices of Communion, Compassion, Worship and Dehabituation	<u>GL</u>, pp. 139-158; 185-205
Nov. 4	Module 3: Reflecting on Concrete Situations Calendaring, Programming. Budgeting	
11	Leadership Styles and Development	
18	Legal and Safety Issues	<u>BSS</u>, pp. 7-223
Dec. 2	Evaluation, Resourcing and Networking	**Youth Ministry Portfolio due** **Course Evaluations**
Final Exam Period	Youth Worker Panel (tentative) TBD	**Reading Report due**

XI. Grading Rubrics

A. Media Focus Rubric

Instructor handout /10
    Provided instructor with all requested information re. video.

Connection to class /40
    Properly demonstrated a connection between the media piece
    and adolescence and/or youth ministry.

Time limit /10
    Clip was no more than seven minutes long and the
    ensuing explanation was no more than five minutes long.

Speaking ability /30
    Student was able to express his ideas clearly and concisely.

Writing Style /10
    Reflects graduate level work.

    TOTAL   /100

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B. Rubric for Theology 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.
+Contains substantial distractive material
+Demonstrates no evidence of substantive reflection.
+Minimal or no evidence of substantive reflection or research.

C. Portfolio Rubric

NAME: _____   GRADE: _____

YOUTH MINISTRY PORTFOLIO EVALUATION

Ministry context   /10
      Adequately describes both church and community
      context (especially youth contexts)

Mission statement   /10
      Emerges out of theological doctrine

Goals of youth ministry   /10
      Goals are clearly stated, have measurable standards,
      and point to mission statement and doctrine.

Model of youth ministry   /10
      Model stated and explained in relation to doctrine and
      mission statement

Leadership approach adequately stated   /10
      Approach meshes with model and uses existing
      resources

Church and community resources   /10
      Resources adequately researched and has balance
      between the two areas

Calendar   /10
      Reflective of doctrine, mission statement, balance
      and model

Annotated bibliography   /10
      Sources are representative of field and current

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

Writing Style   /10
      Reflects graduate level work

TOTAL   **/100**

BIBLIOGRAPHY

THEOLOGICAL MODELS OF YOUTH MINISTRY

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      DECIDEDLY WESLEYAN SLANT)

DeVries, Mark. Family-Based Youth Ministry. Downers Grove, IL InterVarsity Press, 1994.
(EVANGELICAL)

Grant, Jacquelyn. "A Theological Framework" in Working with Black Youth, edited by Charles R. Foster and
      Grant S. Shockey. Nashville: Abingdon, 1989. (BLACK THEOLOGY)

Martinson, Roland. Effective Youth Ministry. Minneapolis: Augsburg, 1988. (LUTHERAN)

Myers, William. Theological Themes of Youth Ministry. New York: The Pilgrim Press, 1987. (CHURCH
      CALENDAR-BASED)

Ng, David. Youth in the Community of Disciples. Valley Forge, PA: Judson Press, 1984. (REFORMED)

HISTORY OF YOUTH AND YOUTH MINISTRY

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New
      York: Perennial, 1999.

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DEVELOPMENTAL ISSUES

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      Francisco: Harper & Row, 1981.

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      Jossey-Bass Publishers, 1998.

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PROGRAMMING

Benson, Peter, and Eugene Roehlekepartain. Beyond Leaf Raking: Learning to Serve, Serving to Learn. Nashville: Abingdon, 1993.

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COUNSELING YOUTH

Davis, Patricia. Counseling Adolescent Girls. Minneapolis: Fortress Press, 1996.

Jones, Reginald, ed. Black Adolescents. Berkeley: Cobb and Henry, 1989.

Parrott, Les. Helping the Struggling Adolescent. Grand Rapids: Zondervan, 2000.

Shelton, Charles. Counseling Adolescents. New York: Crossroad, 1991

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READING REPORT: YM510 (FALL 2008)
Due December 8, 2008

Name:_____

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