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## YM 551 Seminar in Youth Ministry

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**DRAFT – SUBJECT TO CHANGE**

**YM551 – Seminar in Youth Ministry - NYWC  
Fall 2008**

**School of Practical Theology**  
**Associate Professor: Jim Hampton**  
**Office Hours: T, Th 10am-11am or by appointment**  
**Office Phone: 859-858-2367**

**November 21-24, 2008**  
**Nashville**  
**1 hour credit**  
**E-mail: James\_Hampton@asburyseminary.edu**

**Youth ministry as an experiment has failed. If we want to see the church survive, we need to rethink youth ministry. What does that mean? I don't have a clue. But my hunch is that if we want to see young people have a faith that lasts, then we have to completely change the way we do youth ministry in America. I wonder if any of us has the courage to try.**

**Mike Yaconelli, "The Failure of Youth Ministry," Youthworker Journal May/June 2003**

**I. COURSE DESCRIPTION:**

The content and focus of this seminar will address current urgent issues. The seminar will build around nationally known guest faculty who are practicing ministry professionals in the content area. For the seminar, advanced reading/critique preparation and follow-up integrative reflection will supplement the contact hours with the resource person. Faculty serve as campus planners/conveners/professors of record. (Catalog)

**II. PLACE OF COURSE IN THE CURRICULUM:**

This course is one of the optional seminars in youth ministry in which any student at the seminary can participate.

**III. COURSE OBJECTIVES:**

1. Expose oneself to a wide variety of youth ministry philosophies and ideas.
2. Synthesize the ideas presented into usable information.
3. Integrate compatible ideas into existing youth ministry philosophy.
4. Gain an acquaintance with resources available for equipping ministry enhancement.

**IV. TEXTBOOKS (choose 2 of the following)**

Folmsbee, Chris. A New Kind of Youth Ministry. Grand Rapids: Zondervan, 2006.  
Jacobson, Amy. The Pastor's Guide to Youth Ministry. Nashville: Abingdon, 2006.  
Mahan, Brian J.; Warren, Michael; and White, David F. Awakening Youth Discipleship. Eugene, OR: Cascade Books, 2008.

**V. COURSE REQUIREMENTS:**

1. Convention Participation:  
This convention exposes you to many different speakers each of whom have a specialty in a certain area of ministry. Nowhere else will you find this much youth ministry experience and knowledge in one place. Therefore, it is incumbent on you to take advantage of the seminars and general sessions by attending. Over the course of these four days, you could potentially attend 25 hours of instruction. For the purposes of this course, you will need to attend at least 20 hours of workshops/general sessions. In

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addition, we will meet together as a group for two hours—one hour early in the semester to go over the syllabus and work through the dynamics of registration; and one hour while on site for reflection and debriefing.

In addition, you will need to take notes at each seminar and general session you attend. Those notes will be compiled and turned in to the professor by **December 8, 2008**.

### 2. Reading

You will be required to read the two assigned texts. Reading report is due **December 8, 2008**.

### 3. Integration Paper

From your reading and what you learned at the convention, write a 5-7 page paper that shows how you would integrate these concepts into your vision for youth ministry. Particular attention should be given to the following questions:

\* Are the authors'/presenters' philosophies about youth ministry compatible with yours? Why or why not?

\* How are the concepts learned at the convention applicable to your ministry? Are there things you learned that would not be applicable? Why?

\* How does what you have read and heard either encourage or discourage you as you think about youth ministry?

\* What area of new discovery emerged for you? (This could be something that was an "Eureka" moment or something that you really need to think about some more.)

**Due December 8, 2008.**

## **VII. COURSE GRADING PROCEDURES:**

### 1. Grading

This is a Pass/Fail class. If you do all the required work and do it well, you pass. If you don't, you won't. ☺

### 2. Promptness

All papers and reports should be turned in on the scheduled dates. All work is due at class time.

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.

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**READING REPORT: YM551 (FALL 2008)**  
**Due December 8, 2008**

**Name:** \_\_\_\_\_

**I have read (not just skimmed) all course readings.**