YM 632 The Life of the Youth Pastor

James Hampton
YM632 – The Life of the Youth Pastor
Fall 2006

Area of Christian Discipleship and Leadership

THURS. 8:45am-10:45am
Office: FM106
Office Hours: W 1-3pm or by appointment
Office Phone: 859-858-2367

Instructor: Jim Hampton
E-mail: James_Hampton@asburyseminary.edu

Office: 2 hours credit

I. COURSE DESCRIPTION:
This course will explore principles of organization for the Youth Pastor; the relationship of personality to leadership styles and practices that form the Youth Pastor. This course assumes that the practice of youth ministry and spirituality are intimately related. (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. Articulate his or her understanding of boundaries and the implications for ministry, and personal life.
2. Identify the relationship between personality types and preferred leadership styles.
3. Identify one’s own personality type, strengths and weaknesses of it and the means by which change and growth will occur. Think constructively about one’s personal weekly schedule and commitments.
4. Utilize practices of spiritual and personal formation to enhance their youth ministry.

IV. REQUIRED READING

Textbooks

Other
Myers-Briggs Personality Inventory (please take before the start of class)
http://www.humanmetrics.com/cgi-win/JTypes1.htm

There will always be needs and people pressing on us for our attention, but it’s imperative that we seek to refresh our souls so we minister out of fullness, not out of emptiness . . . The privilege of ministry is growth. To be effective, we need to make sure we’re modeling for our students and leaders a person who is growing because he or she is being renewed—physically, emotionally, and spiritually. Our youth deserve to see a youth worker with a well-nurtured soul.

Tim Smith, *Nurturing the Soul of the Youth Worker* (1999)
V. COURSE LEARNING ENVIRONMENT
1. Regular class participation is expected since much of our time will center on a dialogical format. A cooperative learning environment will govern our time. Therefore, student participation is very much a part of the learning experience.
2. The course requirements will be the core of the course. It is acceptable for students to work together and share resources on these projects. We are all learners and we can be greatly enriched by the ministry experiences of others.
3. Since this is a course in Youth Ministry, it is imperative that students engage in reading and be exposed to youth. It is greatly encouraged that students be actively involved in some aspect of youth ministry.
4. A praxis method of teaching will govern the teaching. The continual interaction between theory and practice will be explored. Practical applications should be properly informed by educational theories.

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

   Attached to this syllabus is a reading form you will need to fill out showing what percentage of the reading you have done for class. It will be turned in at the end of the term and will count as 10% of your total grade. It will be graded as follows: 100% - 10 points; 90% - 9 points; 80% - 8 points and so on. Due December 8, 2006.

2. Personal Inventory:
   Using the text Ordering Your Private World, complete a personal inventory using the five areas of the private world:
   - Motivation: driven vs. called
   - Use of time: personal growth and service
   - Wisdom and Knowledge: processing and receiving truth
   - Spiritual Strength: How does your “garden” grow?
   - Restoration: amusement vs. rest
   The inventory should be at least five pages long, and no more than eight pages. Due TBD, 2005.

4. Spiritual Practices
   You will need to choose one of the following options:
   1. Read Soul Shaper. Then choose two of the practices Jones describes (one practice from the Contemplativa section, and one from the Activa section) and engage in them. The practice from the Contemplativa section should be done daily over the course of the semester (September through October). The practice from the Activa section will be more “event-driven” and only needs to be completed by DATE TBD. You will then write a 4-5 page reflection paper on how these spiritual disciplines/exercises can assist you in your future ministry.
   2. Attend a “Retreat of Silence” or Prayer Retreat. After attending the retreat, you will write 4-5 page reflection paper, sharing what you learned from this process and its implications for future
Papers are due no later than TBD, 2005.

5. Pastoral Schedule
Being able to organize your ministry and life are key elements of pastoral ministry. Using what you have learned in this class about the need for personal and corporate spiritual formation, organization of ministry, ministry essentials and practices, create a month-long schedule of how you would organize your time. This schedule should list 30 days worth of your time, detailing 24 hours a day. If you are currently involved in ministry as a student pastor, then use your existing context for creating this schedule. If you are not currently on staff, choose either the church you came from or the church you are currently attending and imagine yourself on staff there for the purposes of this assignment.

After you have created the schedule, take 5-7 pages to explain and justify your schedule, making sure to answer the following questions:

- How am I caring for my spiritual health, my physical health, and my emotional health?
- How am I being held accountable for my spiritual health and my public ministry?
- How does my personality type contribute to the way I schedule and organize both my personal and public life?
- How does my schedule help ensure that I am successfully completing the “visible lines” of ministry?
- How does my schedule help ensure that I am making time for the “angles” of ministry?

Due December 7, 2006.

VII. COURSE GRADING PROCEDURES:

1. Final Grade Criteria
   Reading Report 10%
   Participation 10%
   Personal Inventory 30%
   Spiritual Practices 10%
   Pastoral Schedule 40%
   100%

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

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

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

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

While documentation formats for materials appearing on the Internet are not yet fully standardized, there are some attempts at this. Please follow the guidelines put together by [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.

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 assignments 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 Wednesday afternoons from 1 pm to 3 pm Eastern Time.

3. Special Accommodation: Students needing special accommodations for this class should notify the professor during the first two weeks of the course.
IX. PROGRAMMING CALENDAR AND COURSE OUTLINE

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

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X. Grading Rubrics

Rubric for Personal Inventory and Spiritual Practices Papers

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.
PASTORAL SCHEDULE RUBRIC

Health /14
Appropriately describes ways to ensure ongoing physical, spiritual and emotional health.

Accountability /14
Provides for accountability for public ministry and spiritual health.

Personality Type /14
Demonstrates how personality type affects schedule.

Ministry Tasks /14
Lists appropriate ministry tasks and shows how they fit into overall ministry.

Angles of Ministry /14
Justifies how prayer, Scripture reading, and spiritual direction (or other appropriate angles) fit into overall ministry.

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

Schedule /10
Displays month-long calendar of ministerial activity

Writing Style /10
Reflects graduate level work
READING REPORT: YM632 (Fall 2006)
Due December 8, 2006

Name:__________________________________________________________________

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