YM 500 The Servant as Youth Minister

Donald M. Joy

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YM 500 The Servant as Youth Minister
meets M. Div. CE 605 requirement
Donald M. Joy, Ph. D., Professor of Human Development and Family Studies

Description: Explores roles and responsibilities of the career youth minister, grounded in the vocation of "ministry as change-agentry," 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 multi-dimensional youth development ministry (career intention petition may justify substituting this course for CE 605 in the M. Div. degree). 3 hours

Goal: The graduate student targeting a career in youth ministry will develop skill in understanding developing teen and emerging young adult needs and motivations, staff relationships, and the spectrum of deep hungers and potential for spiritual well-being which characterize both the teen and the volunteer staff who work with teens.

Objectives: Students completing this intensive at a 3.0 competency level will demonstrate that they can:

1. Document and describe their focal point in the journey of faith as outlined in the Beatitudes of Jesus.
2. Distinguish their own developmental pilgrimage experiences from those of persons having other current foci, and identify their own repentance and journey with God in comparison and contrast to others.
3. Identify their own motivation for acquiring leadership skills in youth ministry, and locate their "license" to hunger for authority, power, and leadership in the spectrum offered by Janet Hagberg's Real Power.
4. Describe and document the "adolescent journey" as it defines the subculture in America, and as it shapes the teen and emerging young adult years and environments.
5. Define and make connections between the "image of God" in emerging young adult sexuality and the journey of sexual identity, yearnings, and integrity.
6. Develop criteria by which to compare and contrast their own approaches to leadership with those they experience within their staff relationships.
7. Identify a model for youth ministry in the local church, and design the shape and structure of a "first year" start up family-based youth ministry.
1. Assess their own existential and religious wellness, and adopt criteria by which to evaluate their own faith journeys as represented by their use of Scripture, prayer, and spiritual direction.

Basic Texts:

Other Sources for Course Didactics:

Schedule:
The intensive opens at 8:00 a.m. Monday, January 24. Daily sessions open at 8:00 and include the lunch hour together, closing not later than 3:00 p.m. daily.

Be prepared to work on a daily schedule in dialogues grounded in the texts. The contact hours of the modules will include daily didactics, but will be significantly driven by your own experiences, your own cases from working with teens as emerging young adults, and by your passion and calling to work with teens to see them established in Christian faith and participation in a worshipping community.

Monday, January 24—Orientation, syllabus review, and an opening didactic from Joy on ministry which takes teens and young adults "Beyond Adolescence." Your PRAR [Personal Reflection & Action Response—see criteria for grading on page 4 here. NOTE: Be sure to keystroke in the exact PRAR grid, words and all, and use the grade grid as the cover page for each reading assignment. Enter the complete bibliographic entry—as in the text list above—at the heading of each PRAR.] to both Henderson and Thompson texts is due at the opening of the first session, today. Turn in today, also, two case studies using the instructions under "Evaluation" below. Joy module on "image of God" and the emerging sexuality of the teens and young adults. Video begins, Man of LaMancha with opportunity to reflect on the Cervantes model for ministry portrayed in Don Quixote de LaMancha. One sub-theme emerges: If you are committed to [youth] ministry, it helps to be a little crazy.

Tuesday, January 25—Bring your PRAR on Hagberg, pp. vi—148. Report specifically and anecdotally on "yourself" when you find yourself, and use code or fictitious names when you see "another person" in the power search. Joy didactic opens the Beatitudes as a "journey of faith" with light to throw on the yearning for authority and power. We begin to play off Hagberg developmental stages on adults we have worked with, and mirror these moral development stages into the teens and emerging young adults with whom we work.

Wednesday, January 26—Bring your PRAR on Hagberg, pp. 149—260, reporting anecdotally in the same way. Joy didactic walks young adults through the universal hungers of faith unveiled in the Beatitudes of Jesus—where you can locate yourself and people close to you and under your care—and opens the door for Hagberg interaction based on life experience and ministry realities.
Thursday, January 27-Today you will integrate Hagberg stages, the Beatitudes of Jesus as a faith journey blueprint, your own faith and vocational journey. Overnight, read Henri Nouwen's *The Return of the Prodigal Son*. The PRAR on the book is due, with the remainder of your final exam, at the office of the Dean, Dr. Steve Harper, on Monday, February 7, 2000. Brood over Nouwen's book and his summons to "be the Father" in the famous story. Today we will "take the roles" of characters in the Rembrandt painting as a means of being in touch with our own histories and our own callings. Be sure to make notes on your in-class reflection today to give shape to your PRAR due on February 7.

Friday, January 28-Exam. The exam will be "take home" and invites phone and face-to-face dialogue prior to beginning to write. Hand deliver or e-mail to the Dean's office, Dr. Steve Harper. He will forward the exam and two final PRARs to me for grading: Nouwen and the Rembrandt painting, and the Joy book on teens. See the grade sheet for the weighting of all assignments and the final exam.

Evaluation
Two written "cases" based on your observation and experience in working with teens. Write the cases to furnish pseudonymous problems, youth minister intervention with the person(s), and identifying unanswered questions and challenges which emerge from your cases. Bring these both to the opening session. Turn in at the beginning of the Monday session. Separate grades for PRAR papers in careful detail following instructions in this syllabus: Henderson, Thompson, Hagberg I, Hagberg II, Joy, and Nouwen.

See the "Assignments Due" section of the attached "Grade Sheet" at the end of this syllabus. Note: Always read "criteria" on exams and on other assignments, and write to them as specifications if you are targeting "tops!" evaluations.

About the Personal Reflection & Action Response Assignments
I have designed these reading response papers to sweep you through four different ways of reflecting on the readings. The tough work of doing four separate responses to the readings guarantees maximum learning! These four movements in each PRAR are grounded in David Kolb's *Learning Style Inventory* and Bernice McCarthy's *The 4-MAT System* have established: four learning styles. Evidence shows that each person who completes a 'learning style inventory' will tend to have one strong preference, and preference scores will be varied among the other three. So you may find that one part of the Module Task is more energizing to you than are the others. I suggest you complete your high preference 'movement' first, and use that response as a springboard to jump into the remaining three—all of which are likely challenges to growth for you. Kolb and McCarthy describe the 'four movements' here as

1: Abstract Conceptualization
2: Concrete Experience
3: Reflective Observation
4: Active Experimentation

My goal is for you to process all learning experiences in these four ways as a means of getting the learning into your bone marrow level of mastery.

Bibliographic entry of this reading task: Decimal Grade______ Letter Grade_____
Personal Reflection & Action Response to Readings

Complete each of the four segments. Focus all responses on YM 500 issues. Before you begin to organize and write, 'Copy' and 'Paste' this entire four-part grid and develop your entire PRAR using the bold face criteria and grade scale line as the heading for each section. This allows you to write your responses immediately below each criteria and grade bar. NOTE: Invest equal time in all four segments. Each can earn a full 1.0 grade—one full letter grade.

[1] Personal list of 'most important' reading insights. Document each of your top 10 issues to source, summarize the insight, and number each item. Represent the entire reading assignment, and for each item, tell clearly why it was important to you.

0 ------- 1 ------- 2 - ----- 3 ------- 4 ------- 5 ------- 6 ------- 7 -------- 8 ------- 9 ------- 10
Criteria: coherent-full proof of engagement, incisive, clear, documented to page, covers all readings, urgency driven

[2] Your story-personal experience or description of a 'case' you have known well-which illuminates or otherwise connects with a major point in your reading.

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Criteria: Clear and explained connection to reading, cited to page and text, clear anecdote, no generalizations or 'lessons' only 'story' with people, place, actual words and feelings.

[3] Reflective questioning-personal reflecting on 'most troublesome' or 'most challenging.' These responses will be only questions you generate specifically to identify your own 'back burner' issues as you feed your search for truth and wisdom. Report nothing that you are not brooding over with depth questions.

0 ------- 1 ------- 2 - ----- 3 ------- 4 ------- 5 ------- 6 ------- 7 -------- 8 ------- 9 ------- 10
Criteria: Cited to text, visibly energized and focused, conviction al-genuine "cutting edge" growth questions that arise as you were reading. Not flat or fluff, exclusively working in reflective questions which promise depths of wisdom for your life and ministry. Note: No attack or insult on the author. No questions of fact or clarification as if the author owed you an answer.

[4] Action descriptions or decisions to act. Describe minimum of two. What have you found yourself doing spontaneously because of something you read or interacted with on 'threaded discussion'? If it is a 'decision to act,' give a detailed description of your specific need or plan to act on something you learned in this Module.

0 ------- 1 ------- 2 - ----- 3 ------- 4 ------- 5 ------- 6 ------- 7 -------- 8 ------- 9 ------- 10
Criteria: Proof of engagement of concepts-now turned into action or planned and promised action, specific, personal-not generalizations about what people should do.
Assignment Schedule and Grade Sheet for YM 500  
January 24-28, 2000

Due date and item                                                                 Basic Grade
1-24 Two youth ministry cases--original, for discussion   ____________
                    second entry  ____________
1-24 Henderson, *Class Meeting*                                ____________
1-24 Thompson, *Family: Forming Center*                  ____________
1-26 Hagberg, *Real Power*, pp. 149—260                   ____________
2-07 Nouwen, *Return of the Prodigal*                    ____________
2-07 Joy, *Empower Your Teens*                        ____________
2-07 Final Exam                                             ____________
                    second entry  ____________
Total points                                                ____________
Divided by 10 = Course grade                               ____________

All evaluations are based on 4.0=A which means 3.0=B and 2.0=C
Highest B+ is 3.4--lowest A- is 3.5, etc.
B- turns to B at 2.75 and B turns to B+ at 3.25) etc.
Full count grades on all entries computes to 4.0=A.
BIBLIOGRAPHY: BASIC YOUTH and CAMPUS MINISTRY
January 2000

Son Power Idea Sheet. 1825 College Avenue, Wheaton, IL 60187.