YM 632 The Life of the Youth Pastor

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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)

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
Prime, Derek, and Beggs, Allistair. On Being a Pastor: Understanding Our Calling and Work. Moody Publishers, 2006. 320 pages. (This text only required if taking class for 3 hours)

Other
Myers-Briggs Personality Inventory (please take before the start of class)
http://www.humanmetrics.com/cgi-win/JTypes1.htm
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. Due May 16, 2008.

2. Class 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?
3. **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 March 4, 2008**

4. **Spiritual Practices**  
You will need to choose one of the two 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 for six weeks during the months of February through March. You will then write a 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 5 page reflection paper, sharing what you learned from this process and its implications for future ministry.

**Papers are due no later than April 8, 2008.**

5. **Pastoral Practices**  
Based on the class lectures and reading, students will pick two pastoral practices (e.g. pastoral care and visitation, counseling, prayer, delegation, preaching, worship, evangelism, leadership) and write a 7-8 page paper that articulates their understanding and practice of such disciplines in the context of youth ministry and their particular theological tradition. **(This assignment is only for those taking the course for 3 credits.)**

**Due April 29, 2008.**

6. **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 6-8 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 May 13, 2008.

VII. COURSE GRADING PROCEDURES:

1. Final Grade Criteria
   2 credit hours
   Reading Report 10%
   Participation 20%
   Personal Inventory 20%
   Spiritual Practices 10%
   Pastoral Schedule 40%
   100%

   3 credit hours
   Reading Report 10%
   Participation 20%
   Personal Inventory 10%
   Spiritual Practices 10%
   Pastoral Practices 20%
   Pastoral Schedule 30%
   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 2007-08 Catalog page 31 (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. 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 Tuesday to Noon the following Tuesday). 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.

6. Special Accommodation: Students needing special ADA accommodations for this class should notify Sheryl Voights during the first week of the course. Students needing other special accommodations should notify the professor within the first week.

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
Although I have taught this course several times online, this is the first time I’ve taught it using the Moodle system, so I still have a LOT to learn about teaching and working in this particular 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 postings (in the order in which they were received). I will also be checking on the class periodically throughout the week. However, Thursdays and Fridays are my writing day, and I am generally not available on those days.

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, there will be three times I will be gone but will have online access so the class can continue as planned. Since this class requires active participation, please let me know if you will be away for any extended periods as well where you will not have online access. I anticipate you will make every effort to secure online options or download and take assignments with you. We can also arrange times to speak via telephone either during my office hours or by special appointment in case of special emergency.

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.

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
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, February 12 at 12 p.m. (ET). On that day the first module will be accessible. A new module will be accessible every following Tuesday by 12 p.m. (ET). Upon opening each module, you will find detailed instructions pertaining to the particular focus of that week of study. Most modules will be built around several common experiences:
   a) Required reading
   b) Dialogue with other students regarding the information and its 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 “To the Professor” link on the right hand side of the home page for the course (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. Virtual Support Contact Information
For technical support, library research support, library loans and virtual media contact Information Commons: Info_Commons@asburyseminary.edu Phone: (859) 858-2233; Toll-free: (866) 454-2733
For general questions and administrative assistance regarding the Virtual program, contact Dale Hale: ExL_Office@asburyseminary.edu Phone: (859) 858-2393
Accessing Information Commons Materials
1. General Questions:
   a. The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons hours are posted here: http://www.asburyseminary.edu/information/hours.htm
2. Materials Requests:
   a. To search the library catalog for available materials, click here: http://www.asburyseminary.edu/information/index.htm
   b. Virtual Students may request books, photocopies or emailed attachments of journal
articles/portions of reference books from Asbury Seminary's Library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.

c. Virtual students are encouraged to make use of local library resources. Students who live within a 50 mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.

3. Research Questions:
   a. Virtual students are encouraged to contact the Information Commons for research assistance including help 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:
   a. To access the online library resources including the library catalog and full-text journal databases, go to [http://www.asburyseminary.edu/information/index.htm](http://www.asburyseminary.edu/information/index.htm) 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).

XI. Copyright Policies

The copyright law of the United States (title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

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