YM 610 Communicating the Gospel to Youth

James Hampton

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If youth ministry is to address fragmented, overwhelmed teenagers as human beings, and not as objects to be won and counted for the church, then we must orient twenty-first century youth ministry unapologetically toward the cross. God’s fidelity in Jesus Christ, demonstrated by the cross, is a sign of love that suffers because it is true. As developmental theorist and ethicist James Fowler argues, the cross of Christ is crucial to adolescents precisely because it shows the extent to which God goes in order to win them.

Kenda Creasy Dean, “Proclaiming Salvation” Theology Today, January 2000

I. WELCOME
I’m so glad that you are taking this class. You can check out my video introduction to see what I look like. If you care to know just a little bit more about me, you can click on the resume attached to my name in First 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, 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 the components of youth ministry—evangelism, preaching, teaching, small groups, discipleship, etc. However, 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 Kenda Creasy Dean posted above. I like this quote 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 these elements 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:
Communicating the gospel to youth is more than preaching a sermon to teenagers. Communicating the gospel is understanding that learning, change and growth occurs in small groups and large groups, through directive mediation and the spoken word. Effective communications requires that the leader knows their audience. Attention will be given to principles of youth education, learning and teaching style, and faith development. You will learn to develop and present: small group studies, sermons and talks, thematic teaching, curriculum for retreats. This course will help you develop the skills and the tools necessary to let the Bible come alive when teaching and communicating with youth. (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. Demonstrate an understanding of contemporary youth and will discover appropriate ways for adults to relate to youth and their culture, within the boundaries of sound hermeneutic principles.
2. Students will develop basic communication skills and how to adapt communication skills to youth audiences.
3. Define major terms and concepts in youth education, including the explanation of selected theories of youth development and motivation for learning;
4. Understand and recognize the major components of curriculum and develop the ability to effectively critique curriculum.
5. Facilitate a discipleship program or Sunday School class based on an understanding of the critical components in the teaching process.

IV. COURSE RESOURCES
You should call the Asbury Seminary Bookstore, managed by Cokesbury, to order your text books. They will be sent to you by mail.

Textbooks
Davis, Ken. How to Speak to Youth. Grand Rapids: Zondervan, 1996. 183 pages (HSY)
Palmer, Parker. To Know as We are Known. San Francisco: Harper, 1993. 140 pages. (TKWK)

Choose One of the Following Texts

Electronic Resources
Barefoot Ministries subscription – you will need to sign up for a six month subscription to Barefoot Ministries, an online youth ministry publisher. This subscription will not only give you access to multiple lines of curriculum, youth leader articles, and your own website, but it will be an integral part of this class as we look at some of the component curriculum parts and explore what is necessary to create curriculum. The cost for this is $35.00.

1. Go to www.barefootministries.com and click "Join Now" in the bubble at the top of the homepage.
2. Select the "Pay Yearly" payment option.
3. On the "Cart" page, enter in our school's coupon code (may be called the “effort Code” in the coupon box -
   • BF-ATS6

After typing in our school's coupon code, click "Use Coupon". After clicking this button, the discounted price will show up in your shopping cart.
4. You will need to create a New Web Site Account. Click the "Personal" button.
5. Fill out the form with your information. Please be sure to write down your Username & Password. Click "Create Account" to continue.
6. Under "Billing Information," be sure to select your Graduation Date. Fill out your billing address, and click "Continue Checkout."
7. Enter in your credit card information, and click "Continue Checkout."
8. Continue on the confirmation page - be sure to write down you order confirmation number.
9. You may access your subscription as soon as the order has been confirmed!

If you have any questions re. this, please ask.

V. 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/listening you have done for class. **Due December 9, 2008.**

2. **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. **Paper**
   As communicators of the Good News, we must understand our motives and our mission in “why we do what we do”. During this module we will be putting theory behind our practice. You will be reading Parker Palmer’s book, *To Know as We are Known*. This book can be life changing as you wrestle with the questions of:
   - What is the purpose of my teaching?
   - What is different from the knowledge that is communicated in our society and in our youth group?
   - What is truth?
   - How do I create a true environment where the youth can learn and be transformed?

   You will be submitting a paper (4-5 pages) addressing these issues in a way that will directly relate to your youth ministry. **Emailed to me by September 23, 2008, 12pm ET.**

4. **Curriculum Review**
   You will need to conduct an intensive curriculum assessment of at least two youth curriculum resources. Standard guidelines will be discussed in class but the student should also raise foundational questions about the assumptions that shape the curriculum. Specifically, you need to address the following:
   - What is the theological position of the curriculum?
   - What educational philosophy does the curriculum follow?
   - How practical is the curriculum?

   **Emailed to professor by October 14, 2008, 12pm ET.**

5. **Sermon**
   Develop a youth talk using the SCORE method laid out in Ken Davis’s book, *How to Speak to Youth*. You will be presenting a “talk” to your youth group.
   - Using the SCORE method, you will write and present a youth talk on a topic of your choice.
   - The talk is to be 15-20 minutes in length.
   - The presentation will be presented in front of a youth group and is to be taped. Acceptable versions I can receive include: VHS, VHS-C, mini-DV, DVD.
   - You will need to submit a manuscript of your sermon, as well as a one- to two-page summary/overview that addresses how your sermon fits your chosen model, and a critique of your presentation.
   - You will ask at least four people (2 adults and 2 teenagers) to review your sermon based on the criteria discussed in class.

   **NOTE: Due to the nature of grading video-taped sermons (it takes roughly one hour per sermon), the instructor has to have two weeks to do this. While this is different than the normal one week turnaround, the nature of the assignment requires a different time frame.**

   **Taped sermons must be received no later than November 18, 2008. Please mail to:**
   Dr. Jim Hampton  
   Asbury Theological Seminary  
   SPO 932  
   204 N. Lexington Ave.  
   Wilmore, KY  40390-1199

6. **Evangelism Group Project**
   The way we approach evangelism tells a lot about how we view God. You will be part of a group that
will need to create an evangelism program for either a church or parachurch ministry. You will need to express the following items as part of your strategy:

- The context of the church or parachurch you are using
- Your specific theology of evangelism
- How your program works itself out in practice
- What group of adolescents your program is primarily geared to reach
- The type of training necessary to put this program in place
- The number and type of people involved in evangelism practices

Be creative. Feel free to use Powerpoint or create a video or some other method to convey your thoughts. Imagine that you are presenting your ideas to your youth volunteers and trying to convince them of the validity of your proposal.

Presentations need to be emailed to the professor no later than December 5, 2008.

VI. COURSE GRADING PROCEDURES:

1. Final Grade Criteria
   Reading Report 5%
   Participation 20%
   Paper 15%
   Sermon 20%
   Evangelism Group Project 20%
   Curriculum Review 20%
   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](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 are due on the scheduled dates. **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.**

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.

**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 “Dr. Hampton” will be just fine.

2. **Disclaimer**
Although I have taught this course several times, I still have a LOT to learn about teaching and working in the Moodle 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 your 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, I will be gone September 25-28 (Faculty Retreat), October 16-20 (NAPCE/AYME conference), November 4-9 (Emergentia conference), November 20-24 (National Youth Workers Convention). NOTE: While I will be gone during this time, there will still be modules you will need to complete. Like you, I will need to keep up with coursework while traveling!

Since this class requires active participation, please let me know if you will be away for any extended periods as well. We can also arrange times to speak via telephone either during my office hours or by special appointment. Just let me know if you would like to set that up.

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.

6. Special Accommodation: Students needing special accommodations for this class should notify their academic advisor 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. 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 others.

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, September 2 at 12 p.m. (ET). On that day the first module will be accessible within the Course Center. 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 module will be built around several common experiences:
   a) Required reading
   b) Dialogue with other students regarding the information and it’s 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. To reach me, it is best to simply email me (James_Hampton@asburyseminary.edu). 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 will not participate in all your discussions, I will monitor your group conversations and participate at times. This is not meant to mean I don’t care or am not doing my job, but simply the practicality that not every post needs a response. In addition, I’ve found through the years that students are largely self-correcting of each other, and help address most issues before I even have a chance to respond.

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 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 (20000XXXXXX 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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XII. Grading Rubrics

Rubric for 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.
+Minimal or no evidence of substantive reflection or research.
### CURRICULUM EVALUATION

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theological</td>
<td>Describes the curriculum’s theological stance on at least five of the core issues presented in class.</td>
<td>20</td>
</tr>
<tr>
<td>Educational</td>
<td>Describes the curriculum’s educational stance on at least five of the core issues presented in class.</td>
<td>20</td>
</tr>
<tr>
<td>Practical</td>
<td>Describes the curriculum’s practical stance on at least five of the core issues presented in class.</td>
<td>20</td>
</tr>
<tr>
<td>Context</td>
<td>Describes the appropriateness of the curriculum for youth ministry in general, and also delineates the proper contextual settings in which it would work.</td>
<td>20</td>
</tr>
<tr>
<td>Synthesis of material</td>
<td>Review reflects class reading, lectures, discussions, and personal critical thought.</td>
<td>10</td>
</tr>
<tr>
<td>Writing Style</td>
<td>Reflects graduate level work</td>
<td>10</td>
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SCORRE SERMON EVALUATION

Central Theme /15
Theme clearly stated and sermon emphasized this theme.

Exegesis /15
Sermon gives evidence that the student has done his or her “homework” in properly exegeting the Biblical text(s) OR sermon is topical and faithfully represents the biblical and theological idea.

Main Point(s) /15
Main point(s) direct listener back to the central theme.

Illustrations /15
Pertinent to the topic and helped the listener better understand the topic being discussed.

Transitions /15
Presenter smoothly moved from one point to another.

Application/Direction /15
Either helped students make personal or group application and gave them opportunity to do so, or helped the student do something or better understand a concept.

Poise and Body Language /10
Eye contact, acceptable volume, good posture, sufficient presence

Time
If sermon is not within given time frame, a deduction of 5 points will be applied.
GROUP EVANGELISM PROJECT

Context /16
Adequately described the context of the ministry used.

Theology of Evangelism /16
Theology contained Biblical and theological support, and was faithful to the theological tradition of the parachurch or church ministry.

Description of Program /16
Adequately described the primary components of the program and showed how it all fits together.

Target Audience /16
Justified the target audience it is seeking to reach, and was sensitive to the developmental and cultural needs of that audience.

Training Needed /16
Covered the potential cost of money, people, and resources.

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

Presentation Style /10
Properly engaged the audience; helped to deliver the message without distracting the audience.
### XIII. 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.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>Week of</td>
<td>Module 1: Education as a Spiritual Exercise</td>
<td></td>
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<tr>
<td>Sept. 2</td>
<td>To Know As We Are Known</td>
<td>TKWK, all</td>
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<td></td>
<td>Module 2: The Formation of the Adolescent</td>
<td></td>
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<tr>
<td>Sept. 9</td>
<td>Identity/Spirituality/Recent Research</td>
<td>WCT, 7-22; SS, 3-271</td>
</tr>
<tr>
<td></td>
<td>Module 3: Effective Communication: Teaching</td>
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<tr>
<td>Sept. 16</td>
<td>The Church as Curriculum</td>
<td>WCT, 35-62, 81-92</td>
</tr>
<tr>
<td>Sept. 23</td>
<td>Learning Styles/Educational Methods</td>
<td>Paper due WCT, 103-110</td>
</tr>
<tr>
<td>Sept. 30</td>
<td>Evaluating Curriculum</td>
<td>WCT, 23-34, 63-80</td>
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<td></td>
<td>Module 4: Effective Communication: Speaking</td>
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<tr>
<td>Oct. 7</td>
<td>Thinking Narratively</td>
<td>HSY, 13-107</td>
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<tr>
<td>Oct. 14</td>
<td>SCORRE Method</td>
<td>Curriculum Review due</td>
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<tr>
<td></td>
<td>Module 5: Evangelism and Discipleship</td>
<td>HSY, 111-191</td>
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<tr>
<td>Oct. 21</td>
<td>Rationale/Philosophy</td>
<td>EOB, 11-79</td>
</tr>
<tr>
<td>Oct. 28</td>
<td>Models/Methods</td>
<td>EOB, 80-140</td>
</tr>
<tr>
<td>Nov. 4</td>
<td>Discipleship/Follow-up</td>
<td>EOB, 141-190</td>
</tr>
<tr>
<td></td>
<td>Module 6: Small Groups</td>
<td></td>
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<tr>
<td>Nov. 11</td>
<td>Rationale/Philosophy</td>
<td>Sermon due</td>
</tr>
<tr>
<td>Nov. 18</td>
<td>Wesley and Small Groups</td>
<td>TSB – all</td>
</tr>
<tr>
<td>Nov. 24</td>
<td>Organizing/Running/Rethinking Small</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups</td>
<td></td>
</tr>
<tr>
<td>Dec. 5</td>
<td>Wrap-up</td>
<td>Evangelism Projects due</td>
</tr>
</tbody>
</table>
Name:__________________________________________________________________

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