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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**
MacDonald, Gordon. _Ordering Your Private World_. Nashville: Thomas Nelson, 2002. 231 pages *Need to be read before the start of class!*
Peterson, Eugene. _Under the Unpredictable Plant_. Grand Rapids: Eerdmans, 1992. 197 pages

**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 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, 2005.

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 September 20, 2005.

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. 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 October 30. 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 November 1, 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 6, 2005.

VII. COURSE GRADING PROCEDURES:

1. Final Grade Criteria
   - Reading Report 10%
   - Participation 10%
   - Personal Inventory 25%
   - Spiritual Practices 15%
   - 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. 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 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.

6. Special Accommodation: Students needing special accommodations for this class should notify the professor during the first two weeks of the course.

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
   This is my first time teaching this course online. Although I have taught the same course several times on campus, I still have a LOT to learn about teaching and working in an 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 all of 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 (I am working to finish my dissertation), 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 know now that I will be gone September 12 (Area trip to the Gorge), September 16-17 (Faculty Retreat), Oct. 7-9 (Fall Retreat), October 20-24 (NAPCE/AYME Conference), November 10-13 (Mount Vernon Nazarene University) and November 17-21 (National Youth Worker’s Convention). NOTE: While I will be gone during this time, there will still be modules you will need to complete. Like you, I will do my best 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 the professor 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 6 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. As was stated previously, these modules will consistently be found within the Course Center. 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 as posted in the YM632-XL-Office (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. ExL Contact Information:
While I can help you with course content, you will want to contact the good folks in our Information Systems office for help with technical questions. To make the most of your learning experience and to ensure it is a beneficial one, please contact the following people if you have questions about any of the ExL issues.

For general questions regarding the ExL program, contact Dale Hale at ExL_Office@asburyseminary.edu

For technical support, contact Alex Miller or Jared Porter at ExL_Office@asburyseminary.edu

For library research support, email contact the Information Commons at Information_Commons@asburyseminary.edu

For library loans, contact Dot James at Library_Loan@asburyseminary.edu

Obtaining Library Materials and Assistance
1. General Questions: Information_Commons@asburyseminary.edu, or Toll-free 1-866-454-2733
   - This is the best place to start when you have questions about library resources. Help is available Monday-Thursday from 8am – 7pm and Friday and Saturday from 8am - 5:45pm. If the people at the Information Commons desk cannot answer your questions, they will direct you to the person or department who can.

2. Materials Requests: Library_Loan@asburyseminary.edu, or Toll-free 1-866-454-2733
   - ExL Students may request books, photocopies or email attachments of journal articles/reference books from Asbury Seminary’s Library. Please allow 3-10 business days for all requests to be filled. Contact the library loan office for information on costs and instructions on how to make requests.
   - ExL students are also encouraged to make use of local library resources. Students who live within a 50 mile radius of either the Florida or the Wilmore campus should come to campus to obtain their materials.

3. Research Questions: Information_Commons@asburyseminary.edu
   - Or call the toll-free number and then Information Commons x2233.
   - ExL students are encouraged to contact Hannah Kirsch (x2189) for advanced research assistance including help choosing a paper topic, 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:
   - To access the online library resources including the library catalog and full-text journal databases, go to http://www.asburyseminary.edu/icommons/index.shtml 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). If you have questions, contact the Information Commons desk.

XI. Class Structure and Course Navigation (Windows and Icons):
   Course Center: This will contain a copy of the syllabus as well as all class modules (No interaction takes
Discussion Center: This will be used for all public, class communication. Anytime you have a question or comment about the course, the modules, the assignments, or anything else which would be of interest to your classmates and the professor, you should post to the Discussion Center.

YM632-XL-Office: This is for private correspondence between you and the professor. Most communication should be directed to the Discussion Center so that fellow learners can benefit from your questions or comments. However, if there is a sensitive matter you would like to direct my way, including crises in your life, confusion or concern over my evaluative remarks, or a concern about a fellow learner, feel free to send me a note via the Office icon. This should not be used to ask general course-related questions.

Archives Center: This will be used for storing conversations that have already taken place during the course of the semester. This keeps the Discussion Center from becoming too unmanageable.

Chat Center: This is intended primarily for real-time interaction among students. You can get together with other members to study, ask questions, or to explore topics. Remember: None of the conversations carried on in this location are ever saved.

Resource Center: This provides access to a number of specific tools available to all ExL students. These include access to the B.L. Fisher Library, chapel services in Estes Chapel, ExL Updates, Guidelines for Success, Helpful Hints, Interesting Links, a Powerpoint Viewer, and a Real Audio Player.

Teams: You will be assigned to a team which will work together to create one of the major projects for the class. In addition, you will often need to respond specifically to comments made by other members of your team throughout the semester. The individual modules will give you the information about when you need to work in your team folder.

Course Prayers: Throughout the semester as you have things to share, prayer requests, even jokes or stories, please post them in this area. I will keep you updated on my life. At times I will ask someone to pray for us all as we begin the week. To get to know your classmates, just check out their resumes by double clicking on their name on FirstClass.
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
Name:__________________________________________________________

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