



## ED 640 Foundations of Youth Ministry Winter 2014

**Instructor: Matt Wilks**

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**Class Location:**

**Class Times: Monday 9:45 am – 12:30 pm**

### Course Description

This course is an examination of the place of youth ministry in the total program and function of the local church. We will reflect on the essential frameworks for engaging in youth ministry for the long haul. We will investigate a theological, developmental, socio-cultural, and a historical framework for helping teenagers grow spiritually. We will examine adolescent spirituality in an attempt to establish and evaluate our practices in youth ministry. We will spend time crafting Biblically and culturally relevant teaching plans. We ought to be able to think creatively in the areas of networks, resources, communications and curriculum.

### Course Objectives

- A. To develop a theological and biblical framework of youth ministry in the local church.
- B. To examine a brief history of youth ministry.
- C. To develop a theological practice regarding essentials for adolescent spiritual nurture.
- D. To think creatively when approaching “networks”, training resources and curriculum.
- E. To investigate personal practical theological paradigms.
- F. To develop a clearer understanding of being a career youth minister.
- G. To begin pulling together theological, socio-cultural, developmental and historical principles and understanding that will give rise to a philosophy of ministry.

### Required Texts

1. Dean, Kendra, & Foster Ron. 1998. *The Godbearing Life; the Art of Soul Tending for Youth Ministry*. Nashville, TN.: Upper Room Books.
2. Senter, Mark. 2001. *Four Views on Youth Ministry*. Grand Rapids, MI. Zondervan Publishing
3. Folmsbee, Chris, 2009. *Stories, Signs and Sacred Rhythms*. Grand Rapids, MI. Zondervan Publishing
4. King, Mike, 2006. *Presence Centered Youth Ministry*. Downers Grove, IL. IVP Books
5. Oestricher, Mark, 2008. *Youth Ministry 3.0*. Grand Rapids, MI. Zondervan Publishing.
6. Root, Andrew and Kendra Dean Creasy. 2011. *The Theological Turn in Youth Ministry*. Downers Grove, Ill.: IVP Books.

## Attendance

In order to benefit from this course and to best prepare you for a vocation in Youth Ministry, you may not skip, ditch or miss any of these classes. You may, if absolutely necessary, send a substitute for you as a replacement. If you intend to miss class you must send a replacement. A student who substitutes more than 20% of scheduled classes will not be able to receive a passing grade for the course. In the cases of severe or prolonged illness, or other extenuating circumstances, the Academic Vice President may grant extensions.

## Assignments

### 1. "U-Asked for it":

This is a two part assignment.

**PART A.** Prepare a list of ten (10) questions that you would like answered in regards to youth ministry. We will take time in class to discuss as many of these questions as we can.

**PART B.** Also in this assignment list, three (3) or four (4) topics that you believe somebody needs to write a book or research article about in youth ministry.

**Due: January 17, 2014.**

**Electronic submission through Moodle only**

### 2. Stories, Signs and Sacred Rhythms: Executive Summary & Emerging Questions

This is a two part assignment.

**PART A:** The student will summarize the content of the assigned portion of the text in his/her own words and must avoid just indicating the topics. There should be NO personal commentary or attempt to evaluate the content of the materials at this stage. The student will solely summarize what each author has said. This section should include as many of the key concepts and ideas as possible and strive to be both comprehensive and intensive. It should be stylistically correct, coherent, and clear. The abstract should be no more than four (4) double-spaced pages in length total.

The assigned portion of text: Read Foreword, Preface, Prayers, Introduction and Chapter 1 and Chapter 2.

**PART B: Emerging Questions:** The student will record his/her own questions that have emerged from the reading of this entire text. These questions should reflect a thorough, profound, and thoughtful interaction with the text as a whole. This section should include not only the questions but an identification of the reason(s) why the student is asking. Grading in this section will consider both the quality of the questions and the apparent depth of interaction with the text. This section should be no more than two (2) double-spaced pages in length.

The total maximum length of this assignment (total of parts A&B) is six (6) pages. Because of class size this semester the student will be prepared to discuss these emerging questions in class upon return of graded paper.

**Due: January 28, 2014.**

**Electronic submission through Moodle only**

### **3. Book: *Presence Centered Youth Ministry***

This assignment involves writing a one (1) page reflection that will be read in class. After reading this book, write your thoughts as you interact with the book. Use the book as a mirror – when you look into it, what do you see about yourself? What do you feel, think, see? Don't write what the book is about or review its writing. Interact with the content as you work through it and think about what this does to influence your life and ministry.

**Due: February 11, 2014.**

**Electronic submission through Moodle only**

Some of these may be read to the class.

### **4. Creasy-Dean Assignment:**

This assignment involves answering assigned questions from Creasy's, *The Godbearing Life*. Please answer the questions as scrupulously as you can. Be sure to state the question as well as your thorough answer. Approximately a half page answer per question is sufficient. There are sixteen (16) questions. They are found in your text as follows:

- Page 19, question 1 or page 21 in the newest edition
- Page 37, question 1 or page 39 in the newest edition
- Page 52, question 3 or page 54 in the newest edition
- Page 66, question 3 or page 68 in the newest edition
- Page 85, questions 1 & 2 or page 77 in the newest edition
- Page 101, question 1 or page 103 in the newest edition
- Page 120, question 2 or page 123 in the newest edition
- Page 135, question 2 or page 137 in the newest edition
- Page 146, questions 3 & 4 or page 148-49 in the newest edition
- Page 157, question 2 or page 159 in the newest edition
- Page 171, question 2 or page 173 in the newest edition
- Page 183, question 2 or page 185 in the newest edition
- Page 204, question 1 & 4 or page 206 in the newest edition

**Due: March 4, 2014.**

**Electronic submission through Moodle only**

### **5. Research Paper – Sticky Faith**

This assignment is to complete a 5-8 page research paper based on the "Sticky Faith" by Dr Kara Ann Powell. It will also involve an email conversation with Dr Powell to discuss some of the questions arising from the book. Summarize your findings, assess and briefly conclude your personal information. Please be ready to share with the class

**Due: March 27, 2014.**

**Electronic submission through Moodle only**

## 6. Philosophy of Youth Ministry:

In pondering class discussion, lecture presentations and, collateral reading the student will prepare and present a personal philosophy of youth ministry. The student will present their philosophy of youth ministry in class in the month of April, providing each class member an electronic or hard copy of their work. (You may use power point and/or visual aids) Each presenter will turn in a copy of their philosophy of youth ministry to the course professor for grading.

**Due: April 3, 2014.**

**Electronic submission through Moodle only**

### Assignment Specific Grade Values

U-Asked for it	Value: 5%	Due Date: January 17
Stories, Signs, Etc	Value: 20%	Due Date: January 28
Presence Centered	Value 15%	Due Date: February 11
Creasy-Dean Assign.	Value: 20%	Due Date: March 4
Research Draft	Value: 15%	Due Date: March 27
Phil. of Youth Ministry	Value: 15%	Due Date: April 3
Attendance & Participation	Value: 10%	

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>%</u>	<u>Description</u>
A+	97-100	
A	93-97	Excellent (make me say 'wow!')
A-	90-93	
B+	87-90	
B	83-87	Good (better than I expect)
B-	80-83	
C+	77-80	
C	73-77	Satisfactory (meets my basic expectations)
C-	70-73	
D+	67-70	
D	60-67	Minimal Pass (you did the work; but it isn't good enough)
F	0-59	Failure (you didn't do the necessary work)

## Important Notes:

*Students are advised to retain this syllabus for their records*

### Final Grade:

- Final grade will be available on the student portals. Printed grade sheets are no longer mailed out.

### Significant Electronic Device Information:

- Students are responsible to check their **Ambrose e-mail account** regularly. E-mail may be used to notify students of cancelled classes or other important details relating to the course.
- Use of cell phones, recording devices, head phones, and all other non-essential technology is prohibited.
- Lap top computers, when not used *exclusively* for taking class notes, are often a distraction to classmates and even the individual user.
- Lap tops used for purposes unrelated to taking lecture notes are prohibited. Violators will be asked to leave the class. Repeat offenders will be directed to the Dean's Office.
- Students are expected to respect the learning environment of the classroom. Make every attempt to be on time. Keep unnecessary conversations to a minimum as they are distracting to both the instructor and fellow classmates. As well, they are often deleterious to a student's performance in the class.
- The instructor reserves the right to prohibit electronic devices in the classroom should they prove to be a distraction. If this becomes the case, students should be prepared to take handwritten notes.
- **Lateness Policy:** All assignments are due at the beginning of class on the due date. Any work received after that time without an extension being granted by the professor will be assessed a penalty of 2% per day, including Sundays and Saturdays. **Late assignments will not be accepted for grading after the last day of this course, April 11<sup>th</sup>. Any assignment submitted after April 11<sup>th</sup> without extension permission will receive 0 on the assignment and will not receive a passing grade in the course.**
- **Paper format:** All papers must be stapled upon submission. Please do not use paperclips or duotang folders. Papers must have a title page formatted according to the sample included in this syllabus. Papers must be written in 12 pt *Times New Roman* font. Papers written in 10 pt or smaller will be returned to the student unmarked for reformatting. Pages must be numbered and placed in proper order. Papers **may** be submitted for grading in electronic format for this course.
- It is the responsibility of all students to become familiar with and adhere to academic policies of as are stated in the Student Handbook and Academic Calendar.
- Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at: [privacy@ambrose.edu](mailto:privacy@ambrose.edu)
- The last day to enter a course without permission and /or voluntary withdrawal from a course or change to audit without financial penalty: January 20<sup>th</sup>.
- The last day to voluntarily withdraw from a course or change to audit without academic penalty March 22<sup>nd</sup>.
- Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination

period unless they have received permission for a “Course Extension.” Alternative times for final examinations cannot be scheduled without prior approval. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the appropriate deadline. Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”

- We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean.
- This syllabus is a contract between the instructor and you. Students are advised to retain this syllabus for their records.

### **Academic Dishonesty: Plagiarism**

• Plagiarism involves presenting someone else’s ideas, words, or work as one’s own. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is plagiarism. Fraud and theft best describe plagiarism, but plagiarism can also occur seemingly by accident when a student fails or forgets to give credit to another person’s ideas or words.

### **Plagiarism Includes:**

- Submitting work previously submitted in another course without the consent of the instructor.
- Representing the words, ideas, or work of another as one’s own in any academic exercise.
- Conducting any act that defrauds the academic process.
- Nearly all forms of plagiarism can be avoided by giving credit to others whenever using:
  - Another person’s idea, opinion, or theory.
  - Any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge.
  - Quotations of another person’s actual spoken or written words.
  - A paraphrase of another person’s spoken or written words.

### **Academic Dishonesty: Cheating**

Cheating is another serious form of academic dishonesty. Cheating includes, but is not limited to:

- Sitting for an examination by surrogate or acting as a surrogate.
- Tampering or attempting to tamper with examinations, grades, or class records.
- Communicating with another student during an examination in a dishonest way.
- Bringing into an examination any textbook, notebook, paper, information or electronic device not authorized by the instructor or examiner.
- Consulting any person or materials outside the examination room without permission to do so.
- Attempting to read other students’ examination papers.

### **Penalties**

If an instructor finds there is sufficient evidence of academic dishonesty on the part of a student, then the student will be subject to penalty. Any form of academic dishonesty may result in a zero grade on the assignment, loss of credit in that course, suspension, or other administrative action, as determined by committee.

## Recommended Reading List:

- Borthwick, Paul. 1988. ***Organizing Your Youth Ministry***. Grand Rapids, MI: Zondervan.
- Burns, Jim & DeVries, Mike. 1988. ***The Youth Builder***. Eugene, OR.: Harvest House Publishers.
- Burns, Ridge & Campbell, Pam. 1994. ***Create In Me a Youth Ministry***. Wheaton, Ill.: Victor Books.
- Fields, Doug. 1988. ***Purpose Driven Youth Ministry***. Grand Rapids, MI.: Zondervan.
- Christie, Les. 1987. ***Unsung Heroes***. Grand Rapids, MI.: Zondervan.
- Clarke, Chap, & Powell, Kara, E. 2006. ***Deep Ministry in a Shallow World: not so secret findings about youth ministry***. Grand Rapids, MI.: Zondervan.
- Creasy-Dean, Kenda. 2004. ***Practicing Passion: Youth and the Passion for a Passionate Church***. Grand Rapids, MI.: Eerdmans.
- Dunn, R. Richard. 2001. ***Shaping the Spiritual Life of Students: A Guide for Youth Workers, Pastors, Teachers and Campus Ministers***. Downers Grove, IL.: InterVarsity Press.
- Marcum, Walt. 2001. ***Deepening Youth Spirituality: The Youth Workers Guide***. Nashville, TN.: Abingdon Press.
- Mahan, Brian, J. Warren, Micheal & White David, F. 2008. ***Awakening Youth Discipleship: Christian Resistance in a Consumer Culture***. Eugene, OR.: Cascade Books.
- Overholt, Dave. & Penner, James. 2002. ***Soul Searching the Millennial Generation***. Toronto, ON.: Stoddart Publishing Co. Ltd.
- Rice, Wayne. 1998. ***Junior High Ministry (Updated and Expanded Edition)***. Grand Rapids, MI.: Zondervan.
- Robbins, Duffy. 1990. ***The Ministry of Nurture***. Grand Rapids, MI.: Zondervan.
- Yaconelli, Mike ed. 2003. ***Stories of Emergence: Moving From Absolute to Authentic***. Grand Rapids, MI.: Zondervan.