

## EFFECTIVE MINISTRY WITH YOUTH

### SYLLABUS

#### I. COURSE DESCRIPTION

A study of the nature and needs of young people and objectives and methods of Christian Education for youth. Group dynamics and discussion of practical problems and issues related to youth work are also included. Students will develop a working philosophy of youth ministry.

#### II. COURSE OBJECTIVES

##### A. Cognitive

1. The student will become familiar with concepts from life science that will help to develop a more comprehensive view of adolescence: physiological, psychological and sociological.
2. The student will be able to articulate, with a certain degree of insight and depth the nature and needs of early, middle and later adolescents in terms of human growth and development.
3. The student will interact with the unique challenges and issues in contemporary youth culture.
4. The student will be exposed to various evangelical and secular resources that are pertinent to the Christian education of youth.
5. The student will know the essential elements of an effective disciple making youth ministry.
6. The student will begin to develop the ability to advise and guide parents in what to do in the changing culture regarding the general education of their own teenage children.
7. The student will begin to develop a knowledge base and skills in order to teach parents, church leaders, and teachers the basic insights regarding the Christian education of youth.
8. The student will develop a sound philosophy of youth ministry.

##### B. Affective

1. The student will develop a burden to help those Christian parents who are--because of ignorance or carnality--failing to disciple their children properly.
2. The student will become more sensitive to the effects of culture as they are manifested in youth--in the home, church, school and the totality of society.

#### III. COURSE TEXTBOOKS

##### A. Required

Clark, Chapman. *Hurt 2.0: Inside the World of Today's Teens*. Grand Rapids, MI: Baker Press, 2011 (210 p)

Clark, Chapman. Ed. *Adoptive Youth Ministry*. Grand Rapids, MI: Baker Academic, 2016. (400 p)

DeVries, Mark. *Sustainable Youth Ministry*. Downers Grove, IL: Intervarsity Press, 2008. (215 p)

Newton, Ed, and R. Scott Page. *Student Ministry by the Book: Biblical Foundations of Student Ministry*. Nashville, TN: Broadman & Holman Academic, 2019. (128 p)

##### B. Limited Additional Bibliography

Burns, Jim and Mike DeVries. *The Youth Builder*. CA: Gospel Light, 2001.

Cannister, Mark. *Teenagers Matter*. Grand Rapids, MI: Baker Academic, 2013.

- Clark, Chap and Kara Powell. *Deep Ministry in a Shallow World*. Grand Rapids, MI: Zondervan, 2006.
- Clark, Chap and Steve Rabey. *When Kids Hurt: Help for Adults Navigating the Adolescent Maze*. Grand Rapids, MI: Baker Books, 2009.
- Clark, Chap. *The Youth Worker's Handbook to Family Ministry*. Grand Rapids, MI: Zondervan, 1997.
- \_\_\_\_\_. *Hurt: Inside the World of Today's Teenagers*. Grand Rapids, MI: Baker Book House, 2004.
- Crabtree, Jack. *Better Safe Than Sued*. Loveland, CO: Group Publishing, 2008.
- Dean, Kenda Creasy, and Ron Foster *The Godbearing Life: The Art of Soul-Tending for Youth Ministry*. Nashville, TN: Upper Room Books, 1998.
- Dean, Kenda Creasy, Chap Clark and Dave Rahn. *Starting Right*. Grand Rapids, MI: Youth Specialties Academic/Zondervan, 2001.
- DeVries, Mark. *Family Based Youth Ministry*. Downers Grove, IL: Intervarsity Press, 2004.
- Dunn, Rick and Mark Senter. *Reaching a Generation for Christ*. Chicago: Moody Press, 1997.
- Gilmore, Rachel. *The Complete Leader's Guide to Christian Retreats*. Valley Forge, PA: Judson Press, 2009.
- Lambert, Dan. *Teaching That Makes a Difference*. Grand Rapids, MI: Youth Specialties/Zondervan, 2004. (220 p)
- Mueller, Walt. *Engaging the Soul of Youth Culture*. Downers Grove, IL: Intervarsity Press, 2006.
- Mueller, Walt. *Youth Culture 101*. Grand Rapids, MI: Youth Specialties/Zondervan, 2007.
- Olson, Ginny, Diane Elliot and Mike Work. *Youth Ministry Management Tools*. Grand Rapids: Youth Specialties/Zondervan, 2001.
- Reid, Alvin. *Raising the Bar: Ministry to Youth in the New Millennium*. Grand Rapids: Kregel Publications, 2004.
- Patty, Steven. *Impact: Student Ministry That Will Transform a Generation*. Nashville, TN: Broadman & Holman, 2005.
- Rice, Wayne, and Dave Veerman. *Understanding Your Teenager*. Nashville, TN: Word Publishing, 1999.
- Rice, Wayne. *Junior High Ministry*. Grand Rapids, MI: Youth Specialties/Zondervan, 1997.
- Rideout, Victoria J., Ulla G. Foehr and Donald F. Roberts. *Generation M<sup>2</sup>: Media in the Lives of 8 to 18- Year-Olds*. Kaiser Family Foundation, January 2010.
- Robbins, Duffy. *This Way to Youth Ministry*. Grand Rapids: Youth Specialties/Zondervan, 2004.
- Schwadel, Phil, and Christian Smith. *Portraits of Protestant Teens*. Chapel Hill: National Study of Youth and Religion, 2005.
- Senter, Mark H. *When God Shows Up: A History of Protestant Youth Ministry in America*. Grand Rapids, MI: Baker Academic, 2010.
- Smith, Christian, and Melinda Denton. *Soul Searching: The Religious and Spiritual Lives of American Teenagers*. New York: Oxford University Press, 2005.
- Smith, Christian, and Patricia Snell. *Souls in Transition*. New York, NY: Oxford University Press, 2009.
- Smith, Tim. *The Seven Cries of Today's Teens*. Brentwood, TN: Integrity Publishers, 2003.
- Van Pelt, Richard, and Jim Hancock. *The Youth Worker's Guide to Helping Teenagers in Crisis*. Grand Rapids, MI: Youth Specialties/Zondervan, 2005.
- Yarhouse, Mark A. *Understanding Sexual Identity*. Grand Rapids, MI: Zondervan/Youth Specialties, 2013.

#### D. Supplementary Bibliography

Go to <http://www.cpyu.org> for an additional youth ministry bibliography.

#### IV. COURSE REQUIREMENTS

##### A. Reading Assignments

Complete the textbook reading assignments according to the course schedule on Canvas. You will indicate in Canvas the number of pages read by the due date for each book. **No late submissions** are permitted for reading assignments. Submit an interaction paper for each book on the respective due dates consisting of a **numbered list of one concept or principle you learned from each chapter**. This should be **no more than 2 pages long for EACH book**. (20% of grade).

##### B. Written Assignments (all due dates will be posted in Canvas)

1. Write an **Executive Summary** describing an issue related to the current youth culture. Things to include could be background information, statistics, examples, and strategies for addressing the issue (**four page maximum**). Creative layout is encouraged. A sign-up sheet will be distributed to ensure that duplicates will be eliminated. (15% of grade).
2. Create a list of your **Top Ten Most Helpful Web Sites** for youth ministry. The web site must be related to youth ministry. **Explain in 3-4 sentences how each website can be useful for youth ministry** (two page maximum). (10% of grade)
3. Submit a detailed **Outline** of your Philosophy of Youth Ministry paper. The outline should be no more than two pages in length. Follow standard outline format in descending order {I. II. III. A. B. C. 1. 2. 3. a) b) c)}. (5% of grade).
4. Read one **Scholarly Article** from *Adolescence*, *Early Adolescence* or an equivalent “peer reviewed” research journal on a topic that is relevant to youth ministry, youth culture, etc. Our DTS library may not carry current issues of these journals. Submit a typed, two-page double spaced summary and evaluation of the article. **Address how the information will specifically help you in youth ministry?** (10% of grade).
5. Design a complete **Parent Retreat** with the purpose of educating the parents of your youth ministry in the areas of youth culture, adolescent development and the media. Details will be given in a class handout. You will work in groups to complete this assignment. (20% of grade).
6. Write your own “**Philosophy of Youth Ministry**” paper to synthesize what you have learned into a cohesive argument for church youth ministries. The **paper should follow Turabian format** and be 3500 – 4000 words in length, **excluding** footnotes/endnotes. More direction will be offered in class and through handouts. (20% of grade)

##### C. Quizzes and/or Exams

There are no quizzes or exams.

## V. COURSE POLICIES

### A. Weight Given to Course Requirements for Grading

1. Youth Culture Executive Summary _____	15%
2. Top Ten Web Sites _____	10%
3. Scholarly Article _____	10%
4. Textbook Reading _____	20%
5. Parent Retreat Project _____	20%
6. Philosophy Paper Outline _____	5%
7. Philosophy Paper _____	20%
 TOTAL	 100%

### B. Class Participation

Students are expected to attend class and participate in discussing the daily course material. Learning takes place best when the student is personally involved in the process. **Working on other assignments during class or using a computer for anything other than taking notes for the course will not be permitted.**

### C. Late Assignments

Late assignments will be penalized 4% of the grade of that assignment for each calendar day beyond the due date. **Reading assignments may not be submitted late. No assignments will be accepted beyond 7 days late.**

### D. Attendance

Students are expected to attend class. The student handbook allows four 75 min. class absences for a 3 hour course without penalty. Additional absences will result in a 4½ % course grade reduction for each class session beyond the allowed four absences. **Since this is a block course a single day missed would result in two absences.** Complete the attendance report sheet on a weekly basis and submit according to Canvas due date.

### E. Letter/Numerical Grade Scale

A+ 99-100	A 96-98	A- 94-95
B+ 91-93	B 88-90	B- 86-87
C+ 83-85	C 80-82	C- 78-79
D+ 75-77	D 72-74	D- 70-71
F 0-69		

## VI. COURSE SUPPLEMENTAL INFORMATION

NOTE 1: **Assignments must be submitted in pdf format online through Canvas. All assignments should follow Turabian format** where appropriate (i.e., double spaced, Times New Roman, 12 pt. font, appropriate margins, correct footnote and bibliographic formatting where needed, etc.). See the DTS supplement to Turabian for modifications specific to the seminary. **Please number your pages, USE A TITLE PAGE for all assignments.** Use a table of contents where appropriate.

NOTE 2: DTS does not discriminate on the basis of disability in the operation of any of its programs and activities. To avoid discrimination the student has the responsibility of informing the Coordinator of Services for Students with Disabilities and the course instructor of any disabling condition that will require modifications.