

FOUNDATIONS OF YOUTH MINISTRY

CEDF 6300 Fall, 2011

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COURSE DESCRIPTION

This course is designed to expose the participant to a wide variety of issues that influence and inform the field of youth ministry. For those having experience in youth ministry, this course will push you to broaden your thinking; to develop more versatility and depth that is often not present in the trenches of regular youth ministry. For those without experience, this course will create a large framework for the various levels of thought and practices that go into youth ministry. The course employs both lectures and discussions. It is expected that participants actively participate in class sessions.

LEARNING OBJECTIVES

By the end of this course, the participant will be able to:

1. Formulate and articulate a philosophy/theology of youth ministry.
2. Identify main characteristics of: adolescent development, family interactions, youth cultures and concerns.
3. Identify several models of youth ministry with their theological and sociological presuppositions.
4. Name practical components necessary for sustaining youth ministry.
5. Through dialogue, learn some of the issues facing youth ministry in the church.

SKILL OBJECTIVES

By the end of this course, the participant should be able to:

1. Observe and identify values communicated in models and issues faced in youth ministry.
2. Design a one year plan that reflects the learning objectives stated above.

REQUIRED TEXTS

Dean, Kenda Creasy. (2010) Almost Christian. Oxford University Press. New York, NY.
DeVries, Mark. (2008) Sustainable Youth Ministry. InterVarsity Press. Downers Grove IL.
Additional readings will be used at various times in the course.

RECOMMENDED TEXTS

Smith, Christian and Melinda L. Denton. (2005) Soul Searching. Oxford University Press. New York, NY.
Smith, Christian and Patricia Snell (2009) Souls in Transition. Oxford University Press. New York, NY.
Martinson, Roland; W. Black; J. Roberto.(2009) The Spirit and Culture of Youth Ministry. EYM Publishing. St. Paul, MN.
Erwin, Pamela. (2010) A Critical Approach to Youth Culture. Youth Specialties Zondervan. Grand Rapids, MI.

COURSE ASSIGNMENTS (ALL ASSIGNMENTS TO BE SUBMITTED BY EMAIL – MIDNIGHT OF THE DUE DATE.)

Participation 5% of grade

In this course you will be learning from a variety of sources. One of those sources is the participants in this class. Thus, your involvement is critical. This means raising questions and dialoguing with others with a leadership mindset. It is important that you participate in class in a way that is appropriate both for you and for the rest of the class.

Reading 15% of grade

The two textbooks are very different and fulfill complementary needs. Almost Christian is a work inspired by the National Study of Youth and Religion and captures a picture of the American religious perspectives of today's youth. It is a very eye opening. Sustainable Youth Ministry is a practical book that encourages a leadership paradigm that is sustainable.

Oct

Philosophy and Theology of Youth Ministry 25%

This paper is to integrate theological and philosophical perspectives as they motivate the student forward in ministry. These lean on class discussions, readings, and past experiences. This paper ought to address at least three fundamental starting points (theological/philosophical) and provide implications for the discipleship of youth. From this paper, one should be able to envision a variety of ministry activities.(approx 4 pgs)

Sept

Model Presentation 25% (peer evaluated)

There will be an in-class presentation of a model drawn from a contemporary author (see book list below) you will be asked to present: the thesis of the book, the model it implies or depicts, and the theological values it holds. Present how this model engages your theological values and discuss the sociological contexts/presuppositions it may have. At the end of this presentation, fellow students should be equipped to develop the model in an appropriate context.

As per schedule

One Year Youth Ministry Plan 30%

Participants will develop a one-year plan for a youth ministry. The plan will include:

- Brief description of organizational and sociological context (church/para-church, leadership, resources) - (urban, suburban, rural, SES, numbers of youth, age range, picture of youth subcultures)
- A brief description of your theological commitments (précis previous paper) and a description of the ministry objectives extending from it.
- A commitment to the kind of model used to address the needs in your context and the objectives you seek to address for the year.
- A description of the ministry's various weekly and monthly events, a sample scope and sequence of curricula; leadership development trajectory; communication network; assessment and accountability structure, and a hypothetical budget.
- A resource page(s) of websites, books, magazines, etc.

Dec 2nd.

This is to be done in a usable binder or portfolio format and not in an essay format. Use subtitles, calendars, sample communications, charts or graphs, timelines, sample curricula, etc. Further discussion of this assignment will be given in class.

Book List

Lawrence, Rick. (2007) Jesus Centered Youth Ministry. Group Publishing, Loveland, CO.

Yaconelli, Mark. (2006) Contemplative Youth Ministry: Practicing the presence of Jesus. Zondervan Youth Specialties, Grand Rapids, MI

Powell, Kara. And Chap Clark.(2006) Deep Ministry in a Shallow World. Zondervan Youth Specialties, Grand Rapids, MI.

Loewen, Wendell. (2008) Beyond Me: Grounding Youth Ministry in God's Story. Faith and Life Resources, Scottsdale, PA.

Folmsbee, Chris (2007) A New Kind of Youth Ministry. Zondervan Youth Specialties, Grand Rapids, MI.
 Arzola, Fernando. (2008) Toward a Prophetic Youth Ministry. InterVarsity Press. Downers Grove, IL
 Root, Andrew. (2007) Revisiting Relational Youth Ministry. InterVarsity Press. Downers Grove IL.
 King, Mike. (2006) Presence Centered Youth Ministry. InterVarsity Press. Downers Grove IL.

SCHEDULE OF TOPICS (TENTATIVE)

DATE	TOPIC	READINGS AND ASSIGNMENTS
Wk 1 Aug 30	Introduction and entering the waters.	
Wk 2	Theology and philosophy	
Wk 3	The Social Sciences for YM	Various readings
Wk 4	The Family Culture	Theology Paper due
Wk 5 Sept 27	The Adolescent Culture	
Wk 6	Moralistic Therapeutic Deism	Finish Almost Christian
Wk 7	Systemic Youth Ministry	
Wk 8	Fall Break	Be reading for presentation.
Wk 9 Oct 25	YM 3.0 and models for YM	Finish Sustainable YM
Wk 10	Presentations	Submit reading report.
Wk 12	Presentations	
Wk 13	Curriculum design for YM	
Wk 14 Nov 29	Planning and administration	
Wk 15	Pulling it all together	
Wk 16	Closing assessment	Final paper due.

PLAGIARISM

“Plagiarism is academic theft and is unacceptable. It is also grounds for failure or even academic dismissal. Plagiarism is *not just* copying words straight from the encyclopedia, journal article, or book. Plagiarism can take many forms:

- Having someone else write your paper for you.
- Getting too much help on a paper.
- Copying someone else’s words, syntax, or phrasing.
- Passing of another person (a published author, your roommate, an actor on TV [a Christian speaker or another youth pastor] – any other person’s) thoughts or ideas as your own.
- Failing to document the source – not only of words taken *verbatim* from another source – but also of another person’s thoughts and ideas.
- Failing to document *your own* work that you used for another assignment.
- Turning in an assignment that you wrote for another class.

“Plagiarism is most likely to occur when you do not understand the assignment, do not understand research methodology, or do not have an argument of your own. If that is the case – do NOT risk your academic career or your own ethos or credibility by plagiarizing or handing in less than honest work. Instead, come see me. Tell me what your difficulty is with. I can help you. That is my job.

“The rhetorical constraints of plagiarism are that once I suspect you have dishonestly borrowed the words, ideas, or work of someone else, I become suspicious of **everything** you write. You jeopardize your credibility so that even when you are not plagiarizing, I doubt your work – which is reflected in your grade.”

Adapted from North Park University’s English Department and especially, Lisa Wallace.