



Youth Issues & Assessment

CEDF 6303
Spring 2012
North Park Theological Seminary
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I. COURSE DESCRIPTION

This course explores the development and challenges of today's adolescents and the specific issues and problems which many encounter. We will review psycho-social adolescent development theory; create theological lenses for addressing the developmental space they live in, and begin looking at some issues young people face such as body image, eating disorders, depression, violence and aggression, etc. We will also discuss approaches and tools the youth pastor may employ in ministry including the roles of the family, the church, and other community resources.

II. COURSE OBJECTIVES

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

1. Demonstrate a familiarity with adolescent psycho-social adolescent development in theological terms.
2. Construct a way to assess psycho-social development of young people and begin to think through pastoral strategies for care and discipleship.
3. Articulate the role of the youth worker in regards to diagnosing areas of struggle in the lives of young people.
4. Understand and begin to strategize working with families, the church and community resources for the overall spiritual health adolescents.

III. COURSE TEXTS

Steinberg, Laurence. Adolescence (8th or 9th ed) McGraw Hill. New York, NY.

Rowatt, Wade (2001) Adolescents in Crisis A guidebook for Parents, Teachers, Ministers, and Counselors. Westminster John Knox Press. Louisville, KY.

IV. COURSE ASSIGNMENTS

1. **Presentation.** Using the Steinberg text, each student will be responsible for a chapter's content for a presentation and discussion in a class during the first half of the semester. The student will present the chapter's content and complement it with 2 researched references mentioned in the chapter. B) Present 1 in-depth or 2 clearly articulated theological perspectives on the overall point of the chapter. C) Guide a discussion time of at least 30 minutes addressing their topic and its influence to youth ministry &/or the youth pastor. This discussion time must have at least one suggested strategy applied to the field. Presentation notes, guiding questions and strategy must be submitted within a week after the presentation. (by email) 25% of grade.

2. **A reading report** on Rowatt's book Adolescents in Crisis. This report is to be no longer than 7 pages. It is to cover, in detail chapters 3 & 4 and one other topic chosen from chapters 5-10. You are to be brief on chapters 1&2 and cover the main points of topics remaining from chapters 5-10. Suggestion: chose a chapter topic that will become part of your final paper. **DUE APRIL 5th** at midnight by email. 20%
3. **Final paper**. This paper is to draw content/concepts discussed in class; from Steinberg, and Rowatt applied to a case experienced in youth ministry. This project will have the main components of: a ministry context and case; a statement of theological and philosophical approach; and a practical strategy of engagement via youth ministry. This is not to be an essay arguing a point. This is a synthesis project addressing a realistic case one might face in ministry. The project is excellent when synthesis of psycho-social development is incorporated with theological and philosophical perspectives and responsible action one might have in youth ministry. This project is useful when another youth pastor shares a similar case with you and you give her or him this project and they would be able to find a way through. **DUE APRIL 19**. 35% of grade
4. **Attendance**. All classes are to be attended for full grade (20% of final). Excused absences remain the responsibility of the student to find their way to make up the learning. Unexcused absences hold a 7% reduction of grade each. More than 3 absences either way represents more than 20% of the course missed and can jeopardize a passing grade. This is your education.

COMMONSENSE COURSE POLICIES

PLAGIARISM

Plagiarism is academic theft and is unacceptable. It is also grounds for failure of the assignment, possibly the course and even academic dismissal. Plagiarism is **not just** copying words straight from the web site, journal or magazine 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 or organization's thoughts or ideas as your own, e.g. a published author, a web site, your roommate, an actor on TV, a Christian speaker or another youth pastor, etc.
- Failing to document the source – not only of words taken *verbatim* from another source – but also of another person or organization'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 course.

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 and ministerial career and/or your own credibility by plagiarizing or handing in less than honest work. Instead, come see me. I can help you with your difficulty. That is my job.

The impact of plagiarism is 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. Any cases of plagiarism will be turned over to the Academic Dean and dealt with according to school policies.

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

Example of grading criteria for papers/projects:

Grade	Description
A	Outstanding research, insights and analysis. Writing is clear, concise and engaging. There are some unique thoughts evident. <i>This is neither a common nor an expected grade.</i>
A -	Excellent research. Some deeper thought and wrestling with the issues is obvious. Writing is clear and concise.
B +	Good, solid research and analysis. Writing is clear.
B	Adequate research and analysis. Writing is fairly clear and somewhat concise. However, it could be stronger in one of these areas.
B -	You have made a good start at research and analysis, but neither aspect is done with the depth needed. Writing is fairly weak.
C +	You are trying. Maybe you gave a good summary of the reading, with some hints as to how it applies to the topic. But you need to do more.
C	You may have done some research. You may have a general sense of what you should do (you're turning the paper in for the correct class), but you didn't really seem to understand the project.
C -	I'll take your word for it that you understood the assignment but I'm taking it by faith, not by sight. In other words, you didn't convince me that you read the assignment or the reading carefully or that you put much time into it. You may have an idea of a project but it's something that a high school youth intern might generate.
D	This is the kind of paper I would write if I hadn't read the material or thought much about what should happen in this project.