



Abilene Christian University
Department of Bible, Missions, and Ministry
Course Syllabus

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Office Hours: M, W, F: 8:30 a.m.-11:00 a.m.

TIME & LOCATION OF COURSE

Tuesday & Thursday 8 a.m.-9:20 a.m. – Onstead-Packer Biblical Studies Building Room 115.

MISSION OF ACU

To educate students for Christian service and leadership throughout the world.

MISSION OF THE COLLEGE OF BIBLICAL STUDIES

To provide leadership preparation and resources for effective worldwide ministry in the cause of Christ.

MISSION OF THE DEPARTMENT OF BIBLE, MISSIONS, AND MINISTRY

To provide preparation for leadership through biblical and theological studies and Christian spiritual formation for effective worldwide ministry in the cause of Christ.

COURSE DESCRIPTION

This course is an analysis of the theoretical principles and practical components of effective ministry to youth and families. The content is an exploration of the theological, philosophical, cultural, educational, family, and administrative foundations of youth ministry in the church. This course is designed to equip professionals to be relevant theorists and reflective practitioners of youth and family ministry. The course is 3 credit hours.

TEACHING METHODS

The collaborative learning environment of this course is assisted through the use of lecture, discussion, cooperative learning, and student presentations.

COURSE REQUIREMENTS

COMPETENCIES	MEASUREMENT
1. Learners will articulate their own philosophy of youth and family ministry.	Write a one-page single spaced personal philosophy of youth and family ministry.
2. Learners will demonstrate comprehension of classroom content and influential texts in the field of youth and family ministry.	Respond to two quizzes over required readings for the course and one final exam over course content.
3. Learners will assess the needs of families and create opportunities for spiritual formation in the home.	Create material for two experiences for families with youth to engage in together. These experiences should equip parents/guardians with tools to successfully lead youth in spiritual formation.
4. Learners will evaluate the quality of various resources available for youth and family ministry.	Compile a list of helpful youth ministry resources Find five quality resources in the following areas: youth ministry journals, youth ministry conferences, curriculum for youth ministry, movie reviews from a Christian perspective, Christian counselors in your area, retreat locations, and audio or visual podcasts.
5. Learners will create a plan for the strategic use of time as professional youth ministers.	Create a personal time management plan that outlines the amount of time devoted each week to the vital components of youth and family ministry.
6. Learners will investigate youth culture through critical reflection and assessment.	Prepare and present a group report on observations from youth culture, an object or concept from youth culture, and resources that inform parents about this aspect of youth culture.
7. Learners will integrate ministry theory with current practices through the synthesis of ideas.	Participate in classroom discussions by sharing thoughtful comments and questions that contribute to collaborative learning.

ASSIGNMENT DUE DATES

1. Definition and Theology of Youth & Family Ministry – 15%	Due: 01/23
2. Quiz over <i>Sustainable Youth Ministry</i> – 5%	Due: 02/04
3. Personal Time Management Plan – 10%	Due: 02/27
4. Youth Culture Group Project - 15%	Due: 03/06
5. Resources for Youth & Family Ministry – 5%	Due: 03/20
6. Genogram – 5%	Due: 04/08
7. Quiz over <i>Family the Forming Center</i> – 5%	Due: 04/10
8. Family Ministry Project – 10%	Due: 04/15
9. Final Exam – 10%	TBA
10. Participation – 10%	Ongoing
11. Attendance – 10%	Ongoing

ASSIGNMENT DESCRIPTIONS

1. The **Definition and Theology of Youth & Family Ministry** (due **1/23**) is a one-page, single spaced explanation of youth and family ministry’s fit with the mission of the church. This should include any biblical precedents or theological principles that are applicable to the practice of youth and family ministry, with specific attention to the role of family in youth ministry. A cover sheet should be stapled to this assignment with your name, the course name, the course assignment, and the date. **Purpose of Project:** To express youth ministry’s purpose and describe what a youth and family ministry should accomplish.

2. **Quiz over *Sustainable Youth Ministry* (02/04)** – This is an opportunity for you to demonstrate comprehension of an influential resource for youth and family ministry.

3. The **Personal Time Management Plan** (due **02/27**) is a strategic plan for the amount of time you will commit to each of the vital components of professional ministry. When will you pray? Study the Bible? Meet with volunteers? Write curriculum? Meet with parents? Meet with students? Do strategic planning? Equip volunteers? Etc. **Purpose of Project:** to prepare for full-time youth ministry by outlining a plan of action for the various tasks required of ministers.

4. The **Youth Culture Group Project** (due **03/06**) is an assignment that has three components, culminating in a small group presentation. The components, reflecting Paul’s example in Athens, are as follows:

A. Look Carefully: Youth culture observation. Each student should invest time in focused attention observing youth and youth culture. You might consider locations such as malls, movie theaters, and public schools, as research laboratories for your observations. Report on how the youth you’ve observed compare to Chap Clark’s observations in *When Kids Hurt*.

B. Identify “Object” of youth culture. Each small group will select an object, value, phenomenon or philosophy of youth culture and discuss how that object (or concept) is used by or influences youth, both individually and as a culture.

C. Speak in Light of the Gospel: Resources for parents. Each small group should compile a handout with a list of 10 resources that help inform parents about their “object” of youth culture. These resources could be web sites, articles, books or sections of books, news stories, music lyrics, videos, etc.

The small group presentation should incorporate all members and all components of this assignment. Each presentation should include a report by one or more members about the observations of youth culture, a report on the object (or concept) of youth culture and its influence, and a handout with 10 resources for parents. Presentations should be 15 to 20 minutes and can incorporate handouts, power point, video, or any other resources to effectively communicate about youth culture. Assessment will be made by the instructor (2/3 of your grade) and your peers (1/3 of your grade).

Purpose of Project: To instill awareness of youth culture and practice evaluating components of that environment from a Christian perspective.

5. The **Resources for Youth & Family Ministry** assignment (due **03/20**) is a compilation of useful tools for ministry. Find three of each of the following resources for ministry. For each of the following, list

1. the name of the resource
2. a brief description
3. a web site or phone number for the following:
 - a. youth ministry journals and periodicals (for ministers or volunteers)
 - b. youth ministry conferences (for ministers or adult volunteers to receive equipping)
 - c. curriculum for youth ministry (must include some print material)
 - d. movie reviews from a Christian perspective
 - e. Christian counselors in your area
 - f. Camp or retreat locations
 - g. Audio or visual podcasts relevant to youth & family ministry

Be prepared to share these resources with fellow students in class.

Purpose of Project: To collect resources available for ministry and share these with others.

6. The **Genogram** (due **04/08**) is a two-dimensional representation of the relationships among family members. This “family tree” style image should be constructed on a single sheet of paper and contain at least three generations of relationships. A single-page explanation of your genogram should be attached. **Purpose of Project:** To reflect on personal history and identity as it relates to ministry service and train in viewing individuals as a part of systems.

7. **Quiz over *Family the Forming Center* (04/10)** - This is an opportunity for you to demonstrate comprehension of an influential resource for youth and family ministry.

8. The **Family Ministry Project** (due **04/15**) is an opportunity for you to address some of the primary needs of youth and families. Once you identify a theme, issue, or direction for your project, create two experiences of some kind for parents/guardians and youth to experience together. This could occur within the home or some other context. Create two experiences that parents and teens would actually do. You should have resources for parents so that they can be successful in this and you should have resources for teens so they can feel ownership and participation in this. By resources I mean a script, a set of questions, an instruction sheet, or some other tool to help them accomplish these experiences together.

Purpose of Project: To assist you in thinking creatively about family ministry in ways that equip parents with resources to guide their adolescents in spiritual formation.

9. **Final Exam** (TBA) is an opportunity for you to demonstrate comprehension and synthesis of concepts discussed in this course.

10. **Participation** is an ongoing responsibility of each student. It is defined as attentiveness, coming prepared for each meeting, and verbal participation in discussions. Coming prepared includes reading the assigned texts before each class, offering thoughtful ideas during conversations, responding to what others have said, and refraining from attempting to multitask by consistently focusing on technology during class. **Purpose:** To enhance the learning experience for all students and create an environment of community.

11. **Attendance** is important for student learning. Each student is allowed two absences during the semester. After that point, each absence will impact your attendance grade by 25%. Per ACU policy, those with 7 or more absences will receive an F in the course.

REQUIRED TEXTS - Additional articles may be assigned throughout the semester.

DeVries, Mark. 2008. *Sustainable Youth Ministry*. Downers Grove, IL: IVP Books.

Heflin, Houston. 2009. *Youth Pastor: The Theology and Practice of Youth Ministry*. Nashville TN: Abingdon Press.

Ketcham, Sharon Galgay. 2012. Solving the Retention Problem Through Integration: A communal vision for youth ministry. *The Journal of Youth Ministry*. 11(1): 7-30.

Snailum, Brenda. 2013. Integrating Intergenerational Ministry Strategies Into Existing Youth Ministries: What can a hybrid approach be expected to accomplish? *The Journal of Youth Ministry*. 11(2): 7-28.

Thompson, Marjorie J. 1996. *Family the Forming Center: A vision of the role of family in spiritual formation*. Nashville, TN: Upper Room Books.

LEARNING EVALUATION

Students' grades will reflect evaluation based on quality and completion of assignments (80%), and active classroom participation (20%). Students are expected to participate in discussions by sharing questions and thoughtful comments that contribute to collaborative learning. The following scale will be used for grades: A=100-90, B=89-80, C=79-70, D=69-60, F=59-0.

ASSESSMENT MATRIX

Assignments will be assessed using the following matrix:

- A (90-100) – Demonstrates each of the following: critical thinking and theological reflection, original work or research, instructions were followed, free of grammatical errors.
- B (80-89) – Contains one or more of the following: biased assumptions and/or theological oversights, over-dependence on others' work or research, instructions were not followed, few grammatical errors.
- C (70-79) – Contains two or more of the following: biased assumptions and/or theological oversights, over-dependence on others' work or research, instructions were not followed, some grammatical errors.
- D (60-69) – Contains the following: failure to reflect critically or theologically, excessive dependence on others' work or research, instructions were not followed, many grammatical errors.
- F (0-59) – Project was incomplete, not submitted, or contains errors that do not reflect the quality of work expected in an upper-level course.

ACADEMIC INTEGRITY

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full Policy is available for review at the Provost's office web site (<http://www.acu.edu/campusoffices/provost>) and the following offices: Provost, College Deans, Dean of Campus Life, Director of Student Judicial Affairs, Director of Residential Life, Education and Academic Departments.

PLAIGIARISM

Plagiarism is a form of cheating and will be dealt with as explained above in the policy on Academic Integrity. Plagiarism occurs whenever a person offers someone else's writing, research or ideas as their own. Some common cases of plagiarism are:

- Lifting a paper off the internet, or from a fellow student, even if you alter it a bit.
- Lifting sentences or whole paragraphs from other's work without clearly putting the material in quotation form and giving full credit in proper citation form.
- Using another's research results without giving them credit.
- Putting someone else's ideas in your own words without giving them credit.

Please avoid these and other kinds of plagiarism. Like all cheating, it is sinful and it robs students of the educational gain they should have had.



Course Protocols

FORMATTING PAPERS

The following format and style matters apply to course assignments:

1. Include a cover page with assignment name, course title & number, your name and date.
2. Use Times New Roman 12 point font or its equivalent.
3. Paragraphs should be double-spaced and margins should be set to 1 inch on all sides.
4. Use correct spelling and grammar.
5. Staple assignment pages together.
6. Pages should be numbered bottom center beginning with the first page of text.
7. Do not put your name on any page other than the title page.

SUBMITTING ASSIGNMENTS

Course assignments should be submitted hard copy and stapled at the beginning of the class period on the day they are due.

1. Assignments that are not submitted **hard copy at the beginning of class** are late.
2. Assignments submitted at any other point during class on the day they are due will be subject to a **15-point** deduction for being late.
3. In the event that you need to submit an assignment late, you should do so at the beginning of class on **Tuesday 15 April**. I will not accept any late work before or after this day. When you submit an assignment on this day it should be hard copy, follow all of the instructions about formatting above, and it will automatically receive a **30-point deduction for being late, prior to addition assessment of your work**.

ATTENDANCE

Students are expected to attend all class meetings and remain in class during meeting times. The school defines excused absences from class as those involving a) a school sponsored trip, b) the death of an immediate family member, or c) illness significant enough to warrant a doctor's note. More than two unexcused absences will significantly affect your grade. Students who must be absent for part or all of a class meeting due to an important commitment should notify the instructors in advance.

Each student is allowed two absences during the semester. After that point, each absence will impact your attendance grade by 25%.

CLASSROOM ETIQUETTE

Cell phones must be set to silent while in the classroom. Accepting phone calls inside the classroom is disruptive to the instructor and fellow students. Texting is also disruptive and should not be a habitual practice during class. Notebook computers are useful for taking notes but should not be used for accessing email or surfing the internet during class. Doing this jeopardizes your participation grade.

RESPECT FOR DIVERGENT VIEWPOINTS

Students are expected to respect other individuals as created in the image of God. This means students will value each other in spite of differing viewpoints. In an academic environment where multiple perspectives are encouraged it is important to respect people when disagreeing with positions.

SPECIAL NEEDS

Students with special needs should inform the instructor at the beginning of the course.



Course Schedule – Youth & Family Ministry

THEOLOGICAL FOUNDATIONS			
1	T 14 Jan.	Introduction of Class, Syllabus, Students	
2	R 16 Jan.	Mission Statements and Church Mission	
3	T 21 Jan.	History of North American Youth Ministry	
4	R 23 Jan.	Definition and Theology of Youth Ministry	Defin. and Theol. of YM
PHILOSOPHICAL FOUNDATIONS			
5	T 28 Jan.	Case studies & Teens in the News	
6	R 30 Jan.	Models and Philosophies of Youth Ministry	<i>Sustainable YM - Ch. 1-5</i>
7	T 4 Feb.	Creating a Sustainable Youth Ministry	<i>Sustainable YM - Ch. 6-Ep.</i> Quiz # 1
LEADERSHIP FOUNDATIONS			
8	R 6 Feb.	Leadership and Identity	<i>Youth Pastor - Ch. 1-5</i>
9	T 11 Feb.	Programming and Communication	<i>Youth Pastor - Ch. 6-9</i>
10	R 13 Feb.	Roles of Youth Ministers & Volunteers	<i>Youth Pastor - Ch. 10-12</i>
11	T 18 Feb.	Ministerial Ethics, Integrity, and Character	<i>Youth Pastor Epilogue</i>
12	R 20 Feb.	Spiritual Health & Longevity in Ministry	
13	T 25 Feb.	Budgeting & Scheduling Time in Ministry	
CULTURAL FOUNDATIONS			
14	R 27 Feb.	Adolescence & Youth Culture	Time Mgmt. Plan
15	T 4 Mar.	Young People in the Bible	
16	R 6 Mar.	Group Projects	Group Culture Projects
10-14 March – SPRING BREAK			
17	T 18 Mar.	Research on Kids Who Hurt	
18	R 20 Mar.	Resources for Ministry	Resources for Ministry
EDUCATIONAL FOUNDATIONS			
19	T 25 Mar.	Curriculum Design – Scope & Sequence	
20	R 27 Mar.	Motivation & Teaching Youth	
FAMILY FOUNDATIONS			
21	T 1 Apr.	Family in Culture	<i>Family the Forming Ctr.</i>
22	R 3 Apr.	Family in the Bible (Genograms)	<i>Family the Forming Ctr.</i>
23	T 8 Apr.	Family in the Bible (Family Systems)	Genograms Due
24	R 10 Apr.	Building Faithful Families	Quiz # 2
25	T 15 Apr.	Family Ministry in Practice	Family Ministry Project
26	R 17 Apr.	The Case for Intergenerational Ministry	<i>Read Snailum</i>
ADMINISTRATIVE FOUNDATIONS			
27	T 22 Apr.	Integration as Model for Ministry	<i>Read Ketcham</i>
28	R 24 Apr.	Recruiting and Training Adult Volunteers	
29	T 29 Apr.	Team Ministry	
30	R 1 May	Case Study	

31	TBA	Final Exam	Final Exam
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Courseware & Copyright

COURSEWARE

This course syllabus is intended to accurately reflect the learning objectives, course format, assignments, assessments, course protocols, grading scale, policies on assignments, and course schedule that allow students to appraise the course. However, the instructor reserves the right to modify any part of this syllabus as may be necessary at any point due to circumstances that occur.

Because our classroom is intentionally structured as a safe learning environment no part of this course should be recorded with either audio or video devices.

No part of this course, including the syllabus, presentations, or handouts may be reproduced or transmitted in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the instructor, except when used for instructional purposes where the instructor is acknowledged as the source of the material.

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