



**DIVISION OF ADULT LEARNING**

**SYLLABUS**

**MYFM-550: Foundations of Youth and Family Ministry**

Date: 09/16/2016

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**University Mission Statement:**

Lee University is a Christian institution which offers liberal arts and professional education on both the baccalaureate and graduate levels. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

**Catalog Description:**

This course will examine the biblical and theological foundations of the family with specific focus on the place of children and adolescents within the family structure. Various models of youth and family ministry will be examined, and through the use of lectures, research and case studies the student will develop a family ministry program, which will be applicable in his/her ministerial setting.

**Required Text(s) and/or Supporting Resources:****Required Text:**

Balswick, Jack and Judith Balswick. *The Family: Christian Perspective on the Contemporary Home*, 4<sup>th</sup> ed. Grand Rapids, Baker, 2007. ISBN: 9780801049347.

Dean, Kenda Creasy, ed. *OMG: A Youth Ministry Handbook*. Nashville: Abingdon Press, 2010. ISBN: 9781426700088.

Stonehouse, Catherine and Scottie May. *Listening to Children on the Spiritual Journey*. Grand Rapids: Baker, 2010. ISBN: 9780801032363.

**Additional Supporting Resources:**

Resources provided in the Learning Management System (LMS).

**Prerequisite Skills and Knowledge:**

None.

**Course Goals and Learning Outcomes:****PURPOSE**

This course is intended to acquaint the student with primary characteristics of ministry to youth and families. Biblical passages will be examined that lay a foundational understanding of how Scripture approaches an understanding of family structures. Next, the student will engage in theological reflection on these passages and other assigned readings that will include current models/paradigms of youth and family ministry. Finally the student will be expected to produce a plan or rationale for implementing his/her findings in a particular ministerial context.

**General Learning Objectives (Course Goals):**

*This course seeks to:*

1. Introduce students to key terms and sources for understanding youth and family based ministry.
2. Provide an overview of the foundations of youth and family ministry.
3. Introduce students to models of youth and family ministry.

4. Survey contemporary models of youth and family ministry and critique them from a Pentecostal, Evangelical perspective.
5. Explain how to integrate findings from Scripture, theology and contemporary culture into a holistic understanding of family ministry.
6. Demonstrate an understanding of how youth ministry and family ministry relate.

**Specific Behavioral Objectives (Learning Outcomes):**

*As a result of the activities and study in this course, the student should be able to:*

1. Give an overview of the history of youth and family ministries, noting salient dates and features.
2. Compare and contrast models of youth and family ministry presented in class; identifying strengths and weaknesses of each; similarities and dissimilarities.
3. Compare how youth and family ministry might be conducted from a Pentecostal, Evangelical perspective.
4. Identify key biblical texts for family ministry.
5. Discuss major theological factors of youth and family ministry.
6. Describe how to strengthen existing family ministry structures and/or design and implement new structures.

**Major Topics:**

- A. Introduction to family ministry
- B. Introduction to youth ministry and its relationship to family ministry
- C. The nature and construction of the traditional family unit
- D. The nature and construction of non-traditional family units
- E. Biblical and theological foundations of family ministry
- F. Biblical and theological foundations of youth ministry
- G. The design of family ministry structures in a local congregational setting
- H. Various models of family ministry currently being used
- I. Pentecostal/charismatic issues in family ministry

**Course Assessments:**

- A. **Participation:** You are required to participate in this course on a weekly basis. Although there is no participation grade, your participation is assessed as you engage in discussions and complete the written assessment activities. The course is designed so that each unit has a corresponding written lecture. The lectures provide explanatory content in addition to the textbook and article assignments; it is essential that you read the lecture, as well as any associated media presentations. A key aspect of your participation is the timely completion of all assigned readings, corresponding written activities, papers, threaded discussions, etc. The assignments must be completed within the timeframe specified in the assignment instructions. All times should be understood as Eastern Time.
- B. **Turabian Format:** The School of Religion requires Turabian formatting as the style for all written assignments. Please see the *School of Religion Manual of Style for Papers* (on LMS) for a current guide to Turabian format.
- C. **Gender Inclusive Language:** The School of Religion supports and expects the use of gender inclusive language in written and oral communication. Examples of gender inclusive language include: humankind rather than mankind; people rather than men or women, etc. Obviously, if gender specificity is appropriate, as in referring to a mother as “she,” that is acceptable.

- D. **Text/Media.** All text/media is evaluated in the threaded discussions and assignments.
- E. **Threaded Discussions.** The threaded discussions are an opportunity for you to demonstrate your knowledge of the material and to interact with other students. They will facilitate the accomplishment of learning outcomes 1-6. Discussions will be evaluated as follows: 1) on the demonstration of understanding the discussion topic; 2) on the level of engagement with the discussion topic; 3) on the purposeful interaction with other students. An initial and original post is required, and then a minimum of two posts in response to other students' initial posts.
- F. **Course Project (Readings).** There are three textbooks. To each textbook is assigned specific reading and written responses, as explained in the evaluation activities listed below. The readings and activities for *The Family: Christian Perspective on the Family Home* will facilitate the accomplishment of learning outcomes 4, 5, and 6. The readings and activities for *OMG: A Youth Ministry Handbook* will facilitate the accomplishment of learning outcomes 1, 2, and 5. The readings and activities for *Listening to Children on the Spiritual Journey* will facilitate the accomplishment of learning outcomes 2, 4, and 5. Additionally, various articles are provided in the course. The associated requirements for these articles will be described within the individual course units. The articles and associated activities will facilitate the accomplishment of learning outcomes 1-6.
- G. **Course Project (Analysis).** This Research Analysis Paper and Presentation assignment serves as a culminating project for this course. You will explore a specific passage of scripture, searching for biblical and theological foundations of children's, adolescent or family ministry. These insights from scripture, along with supporting research, will form the basis of a foundational paper. After completing your research, you will analyze a contemporary model of children's, adolescent or family ministry, specifically focusing on the model's adherence to scriptural foundations. You will then present your research and model analysis to the other students and instructor. Detailed instructions for both the paper and presentation are available in the course. This assignment facilitates the accomplishment of learning outcomes 2, 3, 4, and 6.

#### Evaluation:

A. Threaded Discussions	196
B. Course Project	804

#### Grading Scale:

The standardized grading scale provides a uniform foundation from which to assess your performance.

Grade	Quality Points per Credit	Score
A	4.0	930 - 1000
A-	3.7	900 - 929
B+	3.3	870 - 899
B	3.0	830 - 869
B-	2.7	800 - 829
C+	2.3	770 - 799

C	2.0	730 – 769
F	.0	0 - 729

### Letter Grade Equivalencies:

**A** = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.

**B** = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a cohort member. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

**C** = Quality and quantity of work in and out of class is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.

**F** = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

### Unit and Time Distribution:

The time to complete each unit is approximately 17 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.

## POLICIES

### Attendance Policy:

At Lee University student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner.

Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.

### Academic Honesty Policy/Information:

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise.

Examples of cheating include:

- Submitting work for academic evaluation that is not the your own.
- Receiving assistance from another person during an examination.

- Using prepared notes or materials during an examination.
- Permitting another student to copy your work.
- Plagiarism.
- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others' words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document. Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:

- a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
- b. paraphrasing all or part of another person's words without documentation.
- c. stating an idea, theory, or formula as your own when it actually originated with another person.
- d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

#### Late Policy:

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given Unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be accepted. (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion.)
- No late assignments will be accepted after the close of the final Unit.

## EXPECTATIONS

#### Faculty Expectations of Students:

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)
- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.

- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.
- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.
- Contribute meaningful, timely comments to online discussions according to guidelines provided.
- Contribute substantively to group assignments (if required in course).
- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.
- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

#### Students' Expectations of Faculty:

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.
- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.
- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)
- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.
- Final grade/feedback provided within ten (10) days after the last date of course.

### IMPORTANT STUDENT INFORMATION

#### Special Needs:

Lee University, in conjunction with the Academic Support Office, works to ensure students with documented disabilities have access to educational opportunities. Students who need accommodations based on a disability should visit the Academic Support Office, call (423) 614-8181, or email [academicsupport@leeuniversity.edu](mailto:academicsupport@leeuniversity.edu). It is the student's responsibility to share the Accommodations Form with the instructor in order to initiate the accommodations.

## BIBLIOGRAPHY

### Knowledge Base/Working Bibliography (Reading List):

#### Family Specific Titles

- Balswick, Jack O. and Judith K. Balswick. *The Family: A Christian Perspective on the Contemporary Home*. Grand Rapids, MI: Baker Academic, 2007.
- Blackaby, Tom and Kim Blackaby. *The Family God Uses: Leaving a Legacy of Influence*. Birmingham, AL: New Hope Publishers, 2009.
- Cahill, Lisa Sowle. *Family: A Christian Social Perspective*. Minneapolis, MN: Fortress Press, 2000.
- Clapp, Rodney. *Families at the Crossroads: Beyond Traditional and Modern Options*. Downers Grove IL: InterVarsity Press, 1993.
- Crabtree, Jack. *Witnessing, Family & Moral Choices*. Wheaton, IL: Victor Books, 1993.
- Freudenburg, Ben. *The Family Friendly Church*. Loveland, CO: Vital Books, 1998.
- Gangel, Kenneth O. and James C. Wilhoit (eds.). *The Christian Educator's Handbook on Family Life Education*. Grand Rapids, MI: Baker Books, 1996.
- Hicks, Robert M. *The Christian Family in Changing Times: The Myths, Models, and Mystery of Family Life*. Grand Rapids, MI: Baker Books, 2002.
- Olson, David H. L. *Families: What Makes Them Work*. Newbury Park, CA: Sage Publications, 1989.
- Sell, Charles M. *Family Ministry*. Grand Rapids, MI: Zondervan, 1995.
- Vining, John Kie (ed.). *Nurturing Pentecostal Families: A Covenant to Nurture Our Family*. Cleveland, TN: Pathway Press, 1996.

#### Youth Specific Titles

- Borgman, Dean. *When Kumbaya is Not Enough: A Practical Theology for Youth Ministry*. Peabody, MA: Hendrickson, 1997.
- Clark, Chap. *Hurt: Inside the World of Today's Teenagers*. Grand Rapids, MI: Baker Academic, 2004.
- Dean, Kenda Creasy. *Practicing Passion: Youth and the Quest for a Passionate Church*. Grand Rapids, MI: Eerdmans, 2004.
- Dean, Kenda Creasy and Ron Foster. *The Godbearing Life*. Nashville: Upper Room Books, 1998.
- DeVries, Mark. *Family-based Youth Ministry: Reaching the Been-there, Done-that Generation*. Downers Grove, IL: InterVarsity Press, 1994.
- Dunn, Richard R. *Shaping the Spiritual Life of Students*. Downers Grove, IL: InterVarsity Press, 2001.
- Dunn, Richard R., and Mark Senter. *Reaching a Generation for Christ: a Comprehensive Guide to Youth Ministry*. Chicago: Moody Press, 1997.
- Elkind, David. *All Grown Up and No Place to Go*. Reading, MA: Perseus, 1998.
- Fields, Doug. *Purpose Driven Youth Ministry: 9 Essential Foundations for Healthy Growth*. Grand Rapids, MI: Zondervan, 1998.
- Harper, Jimmy. *Launching a Forever Faith: A How-To Guide for Youth Leaders*. Cleveland, TN: Pathway Press, 2004.
- Mueller. *Engaging the Soul of Youth Culture*. Downers Grove, IL: InterVarsity Press, 2006.
- Robbins, Duffy. *This Way to Youth Ministry*. El Cajon, CA: Youth Specialties Academic, 2004.

Sells, Scott P. *Treating the Tough Adolescent: A Family-based, Step-by-step Guide*. New York: Guilford Press, 1998.

Senter, Mark H. (gen ed.). *Four Views of Youth Ministry and the Church*. Grand Rapids, MI: Youth Specialties Academic, 2001.

Ward, Pete. *God at the Mall*. Peabody, MA: Hendrickson, 1999.

White, David F. *Practicing Discernment with Youth: A Transformative Youth Ministry Approach*. Cleveland, OH: The Pilgrim Press, 2005.

Yaconelli, Mike. *The CORE Realities of Youth Ministry: Nine Biblical Principles that Mark Healthy Youth Ministries*. Grand Rapids, MI: Youth Specialties, 2003.

#### Children Specific Titles

Allen, Holly Catterton (ed.). *Nurturing Children's Spirituality: Christian Perspectives and Best Practices*. Eugene, OR: Cascade Books, 2008.

Anthony, Michael J. (ed.). *Perspectives on Children's Spiritual Formation*. Nashville, TN: B&H Academic, 2006.

Bunge, Marcia J. (ed.). *The Child in Christian Thought*. Grand Rapids, MI: Eerdmans, 2001.

\_\_\_\_\_. *The Child in the Bible*. Grand Rapids, MI: Eerdmans, 2008.

Chapman, Kathleen. *Teaching Kids Authentic Worship*. Grand Rapids, MI: Baker, 2003.

Coles, Robert. *The Spiritual Life of Children*. Boston, MA: Houghton Mifflin, 1990.

Fowler, Larry. *Rock Solid Kids: Giving Kids a Biblical Foundation for Life*. Ventura, CA: Gospel Light, 2004.

May, Scottie, Beth Posterski, Catherine Stonehouse, and Linda Cannell. *Children Matter: Celebrating Their Place in the Church, Family and Community*. Grand Rapids, MI: Eerdmans, 2005.

Stonehouse, Catherine. *Joining Children on the Spiritual Journey. Nurturing a Life of Faith*. Grand Rapids, MI: Baker Books, 1998.

Strange, W.A. *Children in the Early Church*. Eugene, OR: Wipf & Stock, 2004.