DIVISION OF ADULT LEARNING

SYLLABUS

MYFM-554: Theological Issues in Youth and Family Ministry

Date: 08/11/2016

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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 through residential and distance programs. 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 provide students with an overview of the task of theology as it relates to ministry to children, adolescents and families. It will focus on several issues of particular importance to youth and family ministry, offering a theological basis and dialogue for each issue. Some issues and their concomitant theological areas that may be investigated are the following: human personality and theological anthropology; sexuality and a theology of sex; estrangement and a theology of reconciliation; abuse/disorders/violence and a theology of wholeness of life; suffering and a theology of suffering; school issues and a theology of learning; and other miscellaneous issues that may arise.

Required Text(s) and/or Supporting Resources:

Required Text:

Anderson, Ray S. *On Being Human: Essays in Theological Anthropology.* Eugene, OR: Wipf and Stock, 2010. ISBN: 9781608999743.

Root, Andrew and Kenda Creasy Dean. *The Theological Turn in Youth Ministry.* Downers Grove, IL: IVP Books, 2011. ISBN: 9780830838257.

Clinton, Tim, Chap Clark and Joshua Straub. *The Quick Reference Guide to Counseling Teenagers.* Grand Rapids, MI: Baker Books, 2005. ISBN: 9780801072352.

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 provide students with a theological foundation for issues they may confront in youth and family ministry. From this basis, students should be able to understand particular problems or issues within the broader context of Christian theology.

General Learning Objectives (*Course Goals*):

This course seeks to:

1. Demonstrate theological method within a doctrinal context.
2. Provide an overview of Trinitarian theology and its implications for doctrinal study.
3. Explain the theological and philosophical problems in theodicy, relating this foundational background to the issue of suffering in the context of youth and family ministry.

4. Survey the doctrine of humanity with particular focus on a theological background for the specific issues of sin and its concomitant results.
5. Describe the doctrine of reconciliation and relate it to ministry.
6. Relate the theological foundation for a doctrine of the church and connect this doctrine to ministry in a youth and family context.

Specific Behavioral Objectives (*Learning Outcomes*):
As a result of the activities and study in this course, the student should be able to:
1. Demonstrate an understanding of theological method.
2. Give an overview of Trinitarian theology.
3. Explain the problem of evil and offer possible solutions from a theological standpoint.
4. Identify various practical problems in youth and family ministry that connect with the theological themes of the course.
5. Discuss the doctrine of humanity.
6. Explain the doctrine of reconciliation.
7. Describe the doctrine of the church and its relation to ministry.

Major Topics:

A. Theological method and the elements of doctrine
B. The doctrine of God
   1. The Trinity as a paradigm for human relations
   2. The problem of pain and suffering
   3. Theodicy
C. The doctrine of humanity
   1. Creation
   2. The image of God
   3. The psychology of human beings
   4. Sin and the human experience
   5. Abuse
   6. Violence
   7. Sexuality
   8. Issues of inferiority
   9. Issues of identity
D. The doctrine of reconciliation
   1. Sin and forgiveness
   2. The meaning of reconciliation
   3. The implications of reconciliation for youth, families, and society
   4. The problem of spirituality for youth
E. The doctrine of the church
   1. Biblical images of the church
   2. The relation of the church to society
   3. The church and youth culture

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 students to demonstrate your knowledge of the material and to interact with other students. They will facilitate the accomplishment of learning outcomes 1-7. Discussions will be evaluated as follows: a) on the depth of engagement with the discussion topic and/or issue; b) on the depth of understanding of the topic and/or issue; and c) on the depth of interaction with the other students. An initial post is required (evaluation of "a" and "b" above) and then response posts interacting to other students' initial posts (evaluation of "c" above). Once the discussion deadline is reached, there will be no further opportunity to attain points for that discussion. If you have further questions on how these are evaluated, please contact your instructor.

F. **Unit Assignments.** There are three textbooks, as noted below. To each textbook is assigned specific chapters and written responses. The readings and activities for *On Being Human* will facilitate the accomplishment of learning outcomes 3 and 5. The readings and activities for *The Theological Turn in Youth Ministry* will facilitate the accomplishment of learning outcomes 1, 2, 3, 4 and 7. The readings and activities for *The Quick Reference Guide to Counseling Teenagers* will facilitate the accomplishment of learning outcome 4. Details of the textbook reading assignments are available in the course. Additionally, various articles will be found on the LMS. 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 1-7. There is also a research component to this course. You will produce an 8- to 10-page research paper on the doctrine of salvation (e.g. reconciliation, forgiveness, sanctification). You will also present a synopsis of your research. Detailed instructions for the research paper are available in the course. This research assignment will facilitate the accomplishment of learning outcome 6.

Evaluation:

A.	Threaded Discussions	175
B.	Unit Assignments	825

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 - 699

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. It is the student's responsibility to share the Accommodations Form with the instructor in order to initiate the accommodations.

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