



LEE ONLINE

SYLLABUS

YTHM-245: Introduction to Adolescent Ministry

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University Mission Statement:

Lee University is a Christian institution which offers liberal arts and professional education on both the undergraduate 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 survey various elements of the youth culture and the adolescent experience while considering ways that these elements of culture and experience are addressed by the gospel of Christ.

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

Clark, Chap. *Hurt 2.0: Inside the World of Today's Teenagers*. Grand Rapids: Baker Academics, 2004.
(Provided as a link in the course and charged to your Lee account as "Book Bundle" fee.)

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 designed to lead the student into an understanding of the world and life of the adolescent with a view of the development and implementation of a vital, well-balanced program for youth in the local church.

General Learning Objectives (Course Goals):

This course seeks to:

1. Interpret the physical, social, mental, emotional, and spiritual characteristics of the modern adolescent as a background for providing Christian education to meet the students' needs.
2. Develop proper concepts of the relationship between the home and the church in meeting the needs of young people.
3. Select proper age-related skills for youth educational programs in a local church setting.
4. Distinguish the age-specific recommendations for early and middle adolescents and to apply the findings to a local church youth program.

Specific Behavioral Objectives (Learning Outcomes):

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

1. Describe the current youth culture.
2. Analyze the distinguishing factors in the stages of adolescence.

3. Demonstrate skills in evaluating specified guidelines for early and middle adolescents.
4. Develop organizational skills for working with early and middle church related settings.

Major Topics:

- A. Cultural Trends
- B. Intellectual Development
- C. Physical Development
- D. Peer Shock
- E. Social Development
- F. Emotional Development
- G. Moral Development
- H. Teens and School
- I. Later Adolescent

Course Assessments:

- A. **Text/Media.** All text/media is evaluated in the threaded discussions and assignments.
- B. **Threaded Discussions.** The threaded discussions are an opportunity for students to demonstrate their knowledge of the course material and interact with fellow students. Just doing an initial post and/or response will not guarantee any point value. 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.
- C. **Unit Assignment (Call).** A two-page paper on your personal call to ministry will be required. In this paper, you are to share the story of your calling, where you feel you are called to be in ministry, how you see the Lord using you, etc. Feel free to express whatever you would like in accordance with this topic.
- D. **Unit Assignment (Calendar).** Develop a one-year calendar which shows how the spiritual, mental, social, and physical needs of the church youth would be fulfilled throughout the year. For example, if you met with the church staff at the beginning of the year to plan events for the year, this would be the rough draft calendar that you would present showing the events, activities and services that you have planned. Some organizations will have more events than others. There is really no wrong way to do this – you are just showing what you would plan to do/accomplish throughout the year with the youth group.
- E. **Unit Assignment (Philosophy).** This assignment is a Philosophy of Ministry Paper and you are to include your philosophy, mission statement, core values, and objectives when it comes to ministry. If you do not have a philosophy for your ministry, then it will be all over the place and there will be no vision. Along with the philosophy and mission, you are to have 3-7 core values and 3-7 objectives. The philosophy, mission, and core values all need to be backed by scripture.
- F. **Course Projects (Observations).** You are to attend one event for both Middle School and High School and write a paper on each event. The events must be something that a local church is providing for each age level. (Examples: Sunday school, mid-week service, fundraisers, or any youth fellowship event or activity.) You must observe 2 events that you are not responsible for

or have any portion of responsibility. Example: You cannot write a paper on a Wednesday night youth service if you are the Youth Pastor. Go to an event that you are not involved in. Describe the activity or activities done at the event, and describe how you feel that event met a physical, intellectual, social and spiritual need of the age group you were observing. Each paper should be 2-3 pages long.

Evaluation:

A. Threaded Discussions	325
B. Unit Assignment	375
C. Course Projects	300

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
C-	1.7	700 - 729
D+	1.3	670 - 699
D	1.0	600 - 669
F	.0	0 - 599

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.

D = Quality and quantity of work is below average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.

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 14-16 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.

BIBLIOGRAPHY

Knowledge Base/Working Bibliography (Reading List):

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Meeker, Margaret J. *Restoring the Teenage Soul: Nurturing Sound Hearts and Minds in a Confused Culture*. Traverse City: McKinley and Mann, 1999.

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Senter, Mark III (general editor). *Four Views of Youth Ministry and the Church: Inclusive Congregational; Preparatory; Missional; Strategic*. Grand Rapids: Zondervan Publishing House, 2001.