



DIVISION OF ADULT LEARNING

SYLLABUS

YTHM-331: Models of Youth Ministry

Date: 12/13/2019

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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 is an examination of contemporary models of youth ministry, considering their theological bases and ministry implications. The objectives, leadership styles, decision-making processes, programming approaches and relevant resources of various models will be considered. These aspects of youth ministry practice will be the object of theological reflection and practical experimentation. This course is intended to assist students in adopting or developing a personal model of youth ministry.

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

Senter, Mark. *Four Views of Youth Ministry and the Church*. Zondervan/Youth Specialties, 2001.
(Provided as a link in the course and charged to your Lee account as "Book Bundle" fee.)

Additional Supporting Resources (not required to purchase):

Resources included in Learning Management System (LMS).

Prerequisite Skills and Knowledge:

YTHM-245

Course Goals and Learning Outcomes:**PURPOSE**

This course is designed to guide students in selecting a theologically faithful and practically viable approach to ministry with youth. This course includes a basic examination of contemporary models of youth ministry, consideration of their theological basis and ministry implications, and intends to assist students in adopting or developing a personal "model of youth ministry."

General Learning Objectives (Course Goals):

This course seeks to:

1. Provide students with a brief look at the history and current status of youth ministry
2. Help students provide and discover the basic Axioms of youth ministry
3. Identify and evaluate common models of youth ministry
4. Critically consider the strengths, weaknesses and challenges of various youth ministry models
5. Provide opportunities for students to observe and evaluate youth ministry models in their community
6. Prepare students to systematically construct a "personal model of youth ministry" for strategic implementation.

Specific Behavioral Objectives (*Learning Outcomes*):

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

1. Recognize and understand models with the biblical-theological basis for youth ministry in the local church.
2. Describe and discuss the historical nature and present state of youth ministry in the local church tradition.
3. Identify and understand the diverse ministry needs of youth in various contexts.
4. Identify, describe and evaluate several contemporary models of youth ministry.
5. Locate and engage resources supportive of various models of youth ministry.
1. Embrace and/or build and develop a personal model of youth ministry, which is theologically sound and contextually relevant for current and future ministry.

Major Topics:

- A. A brief History and The Current Status
- B. Axioms of Youth Ministry
- C. Discipleship Model
- D. Fundamentalist Model
- E. Gift Development Model
- F. Urban Model
- G. Ministry Model
- H. Youth Society Model
- I. Congregational Model
- J. Preparatory Model
- K. Missional Model
- L. Strategic Model

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.
- A. **Unit Assignment (Reflection).** Students will be required to carefully read selected sections of the textbook and write a *Reading Reflection Paper*. The student is asked to *identify and address what was the most significant insight of the selected section of the reading and what component of the Model Approach described might best be adopted into their personal model of youth ministry and why*. Four textbook Reading Reflections will be required from: *Four Views of Youth Ministry and the Church*.
- B. **Course Project (Observations).** Students will make two (2) “site visits” to local church or para-church youth ministries to view the model(s) in use. After careful observation and reflection, students will write a 300 – 500 word reflection (one for each visit) of what was observed at

each of the visits. *The Site Visit Observation Report should identify the model(s) in use, compare and contrast it to their understanding of that model, and attempt to assess the effectiveness of the model in use in that local context.*

- C. **Course Project (Paper).** Near the end of the course, students will be required to write a “Youth Ministry Model” Paper from ideas learned through course lectures, Threaded Discussions, the textbook readings, and field experiences. This paper should be a description of what the student has now conceived to be a practical and effective Youth Ministry Model for their preferred ministry context. This paper consists of two equally weighted parts, an objective and a subjective element. *The paper should include Biblical reasoning for this model and why and how this model would be used to minister to students.*
- D. **Course Project.** This is the ***Class Participation and Preparation Grade*** component which will be assigned to each student based on the quality of his/her *interaction/communication* with the instructor and her/his course reading preparation. The ***Class Participation*** component is achieved through diligent and consistent interaction with the course material, the student’s peers and instructor. The ***Course Reading Percentage*** refers directly to the reading of the course textbook(s). The blended grade from *Class Participation and Preparation and Reading*.
- E. **Exam.** There will be one (1) examination taken at the end of the course. The Final Exam is cumulative and will address key components of Axioms and Youth Ministry Models. The Examinations will cover material from lectures, assigned readings, and the textbook. An Exam Preparation Study Guide will be provided.

Evaluation:

A. Threaded Discussions	300
B. Unit Assignments	200
C. Course Project	400
D. Exam	100

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 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 14-17 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.

BIBLIOGRAPHY

Knowledge Base/Working Bibliography (Reading List):

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- Larsen, Scott. *At Risk: Bringing Hope to Hurting Teenagers*. Loveland: Group Publishing, 2000.
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- Senter, Mark, & Richard Dunn, *Reaching A Generation For Christ*. Chicago: Moody Press, 1997.
- Senter, Mark H., *Four Views of Youth Ministry and the Church*. Grand Rapids: Zondervan, 2001.
- Stanley, Andy, *The Next Generation Leader*. Sisters: Multnomah Publishers, 2003.
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