



DIVISION OF ADULT LEARNING

SYLLABUS

YTHM-351: Outdoor Youth Ministries

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 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 places an emphasis on developing resources for camping, backpacking, hiking and retreat ministries with youth. Included will be program design, program planning, the use of worship, counseling and location direction.

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

None

Additional Resources:

The Student Impact Team. *Life Changing Camps and Retreats*. Grand Rapids: Zondervan, 1998. ISBN: 9780310201236. **(Provided with permission as PDFs in the course.)**

Prerequisite Skills and Knowledge:

YTHM-245

Course Goals and Learning Outcomes:**PURPOSE**

This course is intended to give the learner an understanding of philosophy, program and skills of Christian camping, other types of outdoor ministries and how it can be used in church programming for youth. This goal will be met through lectures, reading and laboratory learning experiences outside the classroom.

General Learning Objectives (Course Goals):

This course seeks to:

1. Expose the learners to the field of camping, hiking, and retreat planning for Christian groups.
2. Study and analyze outdoor recreational approaches for use in Christian Education of youth.
3. Facilitate learners in constructing models relating to sites, duration, publicity, promotion, leadership preparation and administrative procedures.
4. Design program models for Christian education of youth involving worship, education, recreation, health and safety.
5. Study the principles of leadership as it applies to outdoor ministries.

Specific Behavioral Objectives (*Learning Outcomes*):

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

1. Plan ministry opportunities for youth using various outdoor recreational methods such as camping, hiking, backpacking and retreats.
2. Recruit and train adult leaders for outdoor ministry.
3. Lead in outdoor worship and Bible study.
4. Arrange group-building activities.
5. Teach living skills necessary for outdoor recreational situations.
6. Inform others concerning resources available for outdoor recreational ministries.

Major Topics:

- A. Purposes and goals for involving church youth groups in camping, hiking, retreats and various other outdoor activities
- B. Planning for outdoor ministry
- C. Leading in worship and Bible study
- D. Basic orientation of several types of outdoor activities which will work well for ministry application (camping, hiking, rock climbing, boating and retreats)
- E. Developing the leadership for the outdoor activity
- F. Programming ideas for outdoor activities
- G. Basic living skills in the outdoor environment
- H. Resources available for outdoor activities

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. **Course Project (Retreat).** This project will comprise planning a retreat and will be broken up into five sections for grading. Retreats are a big part of outdoor youth ministry, so you will need to know how a retreat needs to be planned and how it should function. You will be given a rubric with the same numbers to work with, including the number of participants, leaders, etc. This is a big assignment, so it will be spilt into 5 different segments throughout the course. Planning the retreat will be divided into 4 segments (some done over more than 1 unit). The fifth segment will be a two page paper describing how you feel this retreat met the needs of the youth group. What was the purpose of this retreat? Spiritual renewal? Fun time? Relationship building? Team building? All good things, but in this paper you need to show how and why these things were important to focus on during a youth retreat.
- D. **Course Project (Observation).** You are to attend one outdoor youth function or event and write an observation paper on it. This can be a middle school or high school event, or joint event. The function must be something that the local church is providing for early or middle

adolescents in an outdoor setting. Examples: Camping trip, backpacking, white water rafting, capture the flag, sand volleyball, kickball, etc. Go to an event that you are **NOT** involved in leading. Describe the activity or activities done at the function, and describe how you feel that function met a physical, intellectual, social or spiritual need of the age group you were observing. The paper should be 2-3 pages long.

Evaluation:

A. Threaded Discussions	350
B. Course Project	650

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 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):

Camping:

Cagle, Bob. *Youth Ministry Camping*. Loveland, CO: Group Books, 1989.

Floyd, Todd. *Camping for Christian Youth*. New York: Haper and Row Publishers, 1963.

Giese, Geneve. *Camping in Covenant Community*. Richmond, VA: Covenant Life Curriculum Press, 1965.

Graendorf, Werner and Lloyd Mattson. *An Introduction to Christian Camping*. Chicago: Moody Press, 1979.

Guiding Principles for Christian Camping. Chicago: National Sunday School Association, 1962.

Backpacking/Hiking:

Anderson, Sheridan. *Baron Von Mabel's Backpacking*. Birmingham, AL: Menasha Ridge Press, 1980.

Brill, David. *As Far as the Eye Can See: Reflections of an Appalachian Trail Hiker*. Nashville, TN: Rutledge Hill Press, 1990.

Fletcher, Colin. *The Complete Walker III*. Third Edition. New York: Knopf, 1992.

Hodgson, Michael. *Wilderness With Children*. Harrisburg, PA: Stackpole Books, 1992.

Retreats/Trips/Activities

Boshers, Bo and Troy Murphy. *Impact Sports*. Grand Rapids, MI: Zondervan Publishing, 1997.

Bundschuh, Rick. *On-Site*. Grand Rapids, MI: Zondervan Publishing, 1989.

Reichter, Arlo. *The Group Retreat Book*. Loveland, CO: Group Books, 1983.

Retreats. Nido R. Qubein, ed. High Point, NC: Nido Qubein & Associates, Inc., 1978.

Shultz, Thom and Joani. *Do It! Active Learning in Youth Ministry*. Loveland, CO: Group Publishing, 1989.

The Student Impact Team. *Life Changing Camps and Retreats*. Grand Rapids, MI: Zondervan Publishing House, 1998.