

LDR411 Communication to Youth



Pathways

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For the Acadeum Course Sharing Consortium



We're delighted to have you study at RMC! Please note the following policies:

We try our best to ensure you get the most from the courses in which you are enrolled and welcome your feedback.

Online Courtesy

As beings created in the image of God, we all deserve to be treated with the utmost respect whether we are a facilitator or a student. Online courses give us the opportunity to encourage social interaction, relationship building and trust between participants which befits our status as image-bearers. Failure to show respect in course interchange, through emails, announcements, discussion forums or instant chat, whether in the form of racism, chauvinism or simple unkindness is ungracious and inappropriate for the health of Christian community. Where mutual respect exists, the possibility of learning is enhanced for all.

Therefore, please remember that there is a person behind every comment on the course website – when you respond, be gracious, give the benefit of the doubt and ask for clarification. Review your comments in the discussion forums for tone before submitting them – sarcasm and jokes often do not translate well in the online environment. Be sure your messages are clear – it is tempting to quickly write a response and submit it but this can lead to confusion if your thoughts are a bit jumbled – take time to polish your remarks. Remember that your comments, whether in emails or discussion forums can become public so act accordingly.

RMC Grading Policy

Grade GradePoint

A+	4.0	
A	4.0	A = Excellent - superior performance showing comprehensive understanding of subject matter.
A-	3.7	
B+	3.3	
B	3.0	B = Good - clearly above average performance with knowledge of the subject matter generally complete.
B-	2.7	
C+	2.3	
C	2.0	C = Satisfactory — basic understanding of subject matter.
C-	1.7	
D+	1.3	
D	1.0	D = Inferior work which falls below the expectations of the course but which is of passing quality.
D-	0.7	
F	0.0	F = Failure to meet the minimum standards required for a passing grade.
P	Pass	P = Represents satisfactory work. Given only in courses specially designated for Pass /Fail grading.
IN		Incomplete
VW		Voluntary Withdrawal from a course before the course withdrawal deadline.

Grading Scale

A+ 97-100	A 93-96	A- 89-92
B+ 85-88	B 80-84	B- 76-79
C+ 72-75	C 67-71	C- 60-66
D 55-59	F 0-54	

Plagiarism & Academic Misconduct at Rocky Mountain College

A. Plagiarism Defined

Plagiarism - involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Plagiarism exists when:

1. the work submitted was done, in whole or in part, by an individual other than the one submitting the work,
2. parts of the work are taken from another source without reference to the original author,
3. the whole work is copied from another source, and/or
4. a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism is an extremely serious academic offence.

B. Penalties

1. **Failing Grade** - a student may be given a failing grade in either the assignment or course in which that student is found guilty of plagiarism. Except in circumstances in which leniency is warranted, this penalty will be applied in conjunction with one or other of the other penalties mentioned below.
2. **Disciplinary Probation** - when a student is placed on disciplinary probation, he or she is entitled to proceed with their academic program. If the student is found guilty of a further academic offence the student will be suspended or expelled.
3. **Suspension** - suspension takes place when a student is denied continuance at the college for a specified period of time. A student who has been placed under suspension is eligible to reapply for admission after the end of that specified period of time. Suspension does not imply automatic readmission; a student must satisfy the dean of his/her eligibility for readmission.
4. **Expulsion** - a student who is expelled is dismissed permanently from the college with no right to apply for readmission.

C. Penalties and Their Application

1. In cases in which the dean is satisfied that a student is guilty of a clear intention to deceive, the normal penalty will be either suspension or expulsion from the college.
2. In cases in which the dean is satisfied that an offence has been committed, but doubt is left as to the existence of a clear intention to deceive, the normal penalty will be disciplinary probation.
3. In cases where a student is found guilty of more than a single offence, the normal penalty will be expulsion from the college.

Copies of the official policy regarding Plagiarism and other academic offenses can be found on the RMC website. If charged with plagiarism, it would be wise for a student to familiarize themselves with the RMC policy, "Plagiarism, Cheating & Academic Misconduct."

This policy is based on the University of Calgary policy "Plagiarism, Cheating & Academic Misconduct - 1996-97" Copyright © 1998 University of Calgary

LDR411 Communication to Youth
Rocky Mountain College
Credits: 3

Course description

This course develops specific principles and methods for communicating to teenagers in settings common to student ministries. Students will be given class time to develop skills in planning and executing lessons and talks. The practice of exegesis and the application of Scripture to youth issues will be addressed. Prerequisite: COM100

Course objectives

By the end of this course students should be able to:

1. Define the ministry of teaching within the context of day to day adolescent ministry.
2. Define “Christian communicator” within the context of adolescent ministry.
3. Communicate effectively with adolescents in a God-honoring manner.
4. Demonstrate basic skills for organizing material appropriately for communicating to teens.
5. Practice exegetical study habits required for effectively communicating biblical truths to the teen sub culture.
6. Identify appropriate models for effectively teaching youth in a variety of settings.
7. Design and teach from an original lesson plan and curriculum.
8. Deliver original talks geared to the youth sub culture.
9. Utilize current teaching/ preaching resources relevant to youth ministry.
10. Demonstrate skill to stimulate and manage scenarios typical to youth ministry.
11. Utilize the power of a story in communicating to the teen sub culture.

Course texts

1. Blackwood, Rick. 2008. The Power of Multisensory Preaching and Teaching. Grand Rapids: Zondervan.
2. Dockery, Karen. 1999. The Youth Worker’s Guide to Creative Bible Study. Nashville: Broadman.

Suggested reading

1. Davis, Ken. 1991. Secrets of Dynamic Communication. Grand Rapids: Zondervan.
2. LeFever, Marlene. 1985. Creative Teaching Methods. Colorado Spring: Cook.
3. McKee, Robert. 1997. Story. New York: HarperCollins.
4. McNabb, Bill and Steven Mabry.1990. Teaching the Bible Creatively. Grand Rapids: Zondervan.
5. Miller, Calvin. 1994. The Empowered Communicator. Nashville: Broadman
6. Miller, Mark. 2003. Experiential Storytelling. Grand Rapids: Zondervan.
7. Quicke, Michael. 2003. 360 Degree Preaching. Grand Rapids: Baker.
8. Schultz, Thom and Joani.1993. Why Nobody Learns Much of Anything at Church and How to Fix it. Loveland: Group.

<i>Module</i>	<i>Topic</i>	<i>Time Expectations</i>	<i>Textbook Reading</i>	<i>Assignment Due</i>	<i>% of final grade</i>
1	<i>Purpose of Youth Min</i>	<i>7hr</i>	<i>Dockery Chap 1; Blackwood Chap 1,2</i>	<i>Online sermon evaluations</i>	<i>6%</i>
2	<i>Adolescence development ally</i>	<i>7hr</i>	<i>Dockery Chap 2; Blackwood Chap 3,4</i>	<i>Create video doing youth talk</i>	<i>10%</i>
3	<i>Character of the speaker</i>	<i>11hr</i>	<i>Dockery Chap 3, Blackwood Chap 5,6</i>	<i>Leadership reflection paper</i>	<i>8%</i>
4	<i>Teaching for Spiritual growth</i>	<i>10hr</i>	<i>Dockery Chap 4, Blackwood Chap 7,8</i>	<i>Live sermons evaluations</i>	<i>6%</i>
5	<i>Inductive Bible study</i>	<i>11hr</i>	<i>Blackwood Chap 9,10</i>	<i>Inductive Bible Study/Scene analysis</i>	<i>14%</i>
6	<i>Lesson Preparation</i>	<i>11hr</i>	<i>Dockery Chap 14,15; Blackwood Chap 11,12</i>	<i>Talk outline</i>	<i>10%</i>
7	<i>The preaching swim</i>	<i>8hr</i>	<i>Dockery Chap 7, 13</i>	<i>Create a complete talk</i>	<i>10%</i>
8	<i>Ninja Teaching</i>	<i>7hr</i>	<i>Dockery Chap 5, 8, 9,12</i>	<i>Perform a teaching story</i>	<i>10%</i>
9	<i>Curriculum</i>	<i>7hr</i>	<i>Dockery Chap 6, 10, 11</i>	<i>Curriculum analysis</i>	<i>10%</i>
10	<i>Group management</i>	<i>7hr</i>	<i>none</i>	<i>Give a talk to live audience</i>	<i>16%</i>

Course Requirements and Grading

All work handed in is to be typed APA style. You are to include a Title Page, Table of Contents, Headings, Sub Headings, Parenthetical Sources and a Reference page.

1. View five previously recorded videos of sermons to youth (see youtube for sources). Submit a 1000 word reflection paper that evaluates their effectiveness. The introduction should include your criteria for a “good” sermon. Please make sure you include a bibliography indicating what videos you viewed.
2. Create a video of yourself doing a youth talk. You do not have to have an audience present for the talk (it can be done just for the camera). The talk should be between 15-20 minutes, and can be on any topic that would be relevant for youth.
3. Submit a 1000 word reflection paper that evaluates your qualification for church leadership based on the following passages: 1 Timothy 3 and Titus 1.
4. View five sermons to youth (must be live, and not pre-recorded). Submit a 1000 word reflection paper evaluating their effectiveness. The introduction should include your criteria for a “good” sermon. Include a bibliography indicating the videos viewed.
5. Choose one of the following assignments to submit in a 1000 word paper.
 - a) Scene analysis on John 8: the woman caught in adultery OR inductive study on passage
 - b) Inductive Bible study on John 15: the vine and branches
6. Create a talk outline that follows the process given in the module based on whichever text you wish.
7. Create a talk/sermon of 20 minutes, using process given in the module. The talk may utilize the outline assignment submitted in Module 6.
8. Upload a video (10-12 minutes) of yourself doing a “teaching” story (may be done for the camera only).
9. Perform a curriculum analysis based on at least three but not more than five different lessons of a chosen curriculum. Curriculum may be found online (as a sample), or could be found in you ministry setting.
10. Record yourself giving a talk in front of an audience. The talk must be expository in style and be 25-30 mins. The audience may include non-youth aged people - you may give the talk to the whole church, for instance.

RMC uses APA style for all courses. Our latest style guidelines are available on our website (rockymountaincollege.ca under “Resources” – “RMC Writing Support”)

Facilitator Expectations of Students

What is expected of the student who wishes to succeed in this course.

- effective time management
- regular participation in discussions
- regular logging in to course webpage to:
 - check due dates,
 - keep up with readings/videos
 - check messages and announcements
- seek feedback or clarification from facilitator regarding questions about assignments, extensions, technical difficulties etc.
- ability to communicate effectively in writing
- ability to regularly access the internet

Student Expectations of Facilitators

What students can expect from you.

- prompt response to email messages
- clear communication about your availability for consultation
- timely turn around for assignment grading
- constructive feedback on assignments
- regular communication
 - weekly announcements
 - personal emails
 - bulletins about recent advances in the field of study
 - live chat sessions