

LDR412 Youth Leadership Foundations



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	4.0A = 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.	
AU	Audit - No grade awarded. Indicates that a minimum of 75% of classes have been attended.	

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

LDR412 Youth Leadership Foundations
Rocky Mountain College
Credits: 3

Course Description & Purpose

A study and assessment of the history and philosophy of youth ministry as a beginning point for doing effective youth ministry in the future. Time is spent discussing historical and current models in youth ministry including para-church ministry and youth ministry training organizations. Tools for program development and management, faith development in adolescents, ministry to parents and families, and future trends in youth ministry will also be addressed

Texts

Folmsbee, Chris, 2006. *A New Kind of Youth Ministry*. Grand Rapids: Zondervan Publishing House (Youth Specialties).

Folmsbee, Chris, 2010. *Stories, Signs, and Sacred Rhythms*. Grand Rapids: Zondervan Publishing House (Youth Specialties).

Oestreicher, Mark, 2008. *Youth Ministry 3.0*. Grand Rapids: Zondervan Publishing House (Youth Specialties).

Course Objectives

Realizing that we all must depend upon God and the diligent effort required by instructor and student, the instructor will strive to teach so that students who complete the course should be able to:

1. Summarize the historical and philosophical roots of youth ministry in North America.
2. Intelligently discuss current philosophies and models of youth ministry and how they relate to current needs in the North American youth sub culture.
3. Discuss and apply current stage theories of faith development to the spiritual formation of adolescents.
4. Identify and develop a philosophical rationale regarding ministry to family, community and small groups.
5. Develop, express and defend their personal philosophy of youth ministry.
6. Interpret key principles for discipleship with Junior and Senior High school students.
7. Intelligently speculate regarding future trends of effective youth ministry.

Course Outline

<i>Module</i>	<i>Topic</i>	<i>Time Expectations</i>	<i>Textbook Reading</i>	<i>Assignment Due</i>

1	<i>Defining Youth Culture</i>	295 minutes	Folmsbee, (1-2)	<i>Reflection Paper Journal #1</i>
2	<i>Jesus Christ: The First Youth Pastor</i>	420 minutes	Folmsbee (4-7)	<i>Yth Ministry Reading Journal</i>
3	<i>History of Youth Ministry</i>	195 minutes	Folmsbee (8-9)	<i>Journal</i>
4	<i>Approaches to Youth Ministry</i>	375 minutes	Oestreicher (1-3)	<i>Case Study Journal</i>
5	<i>Youth Ministry Core Principles</i>	275 minutes	Oestreicher (4-6)	<i>Rough Draft of Your Foundations Journal</i>
6	<i>Transformational Youth Ministry Model</i>	360 minutes	Folmsbee (Part #1)	<i>Journal</i>
7	<i>Transformational Youth Ministry Model (Part #2)</i>	450 minutes	Folmsbee (Part #2)	<i>Rough Draft of Role Journal</i>
8	<i>Making a Faith that Sticks</i>	350 minutes	Folmsbee (Part #3)	<i>Journal</i>
9	<i>Hurt and Brokenness of this World</i>	375 minutes		<i>Journal Rough Draft of Philosophy</i>
10	<i>From Foundations to Strategy</i>	375 minutes		<i>Personal Philosophy Journal</i>

Course Requirements and Grading

1. Journal: 30%

Minimum of 350 words per module (12 point, Times New Roman, double-spaced, proper quotations)

- A reflective response on the material covered in each lesson - be specific - each module contains a number of items (videos, readings) - you should comment on most of the items in a module using the title of the item; for example, "The reading 'First Two Years of Youth Ministry' helped me to understand..."

- Include new things that you have learned or questions that have come up in your mind, or topics that you would like to study further or even changes in your current thinking.

2. Philosophy of Ministry: 35%

Write a formal paper of no less than 10 pages and no more than 12 pages detailing the elements of your own personal philosophy of youth ministry. This project, upon completion, should reflect your own research, the use of scripture and class notes, your personal experiences, class reading and clear thought processes develop your own personal philosophy of leadership. Your sources cited should have a minimum of 8 books or academic articles.

Remember - a philosophy should **tell why you do what you do.** As you develop your own personal philosophy you will need to consider: the use of precise definitions, defining successful youth ministry, the various roles and responsibilities that good youth ministers fulfill, the role of the church, adolescent development, discipleship, etc. Remember to clearly defend your reasoning. Continuity, coherence and flow of you thought processes will be gauged closely in grading.

Conclude your paper by telling how you will begin to prepare yourself to face these issues. What do you need to add to or delete from your life? How do you plan to arrive successfully at your philosophy? What do you currently lack that keeps you from getting there? As you write be sure to remember that the truths and principles noted must be universal in their application.

3. Youth Ministry Readings: 10%

Read a total of 250-300 pages of youth ministry specific reading. A list of different books/articles has been provided in this module. You are to read from a minimum of 8 different books (6 different authors). Read a minimum of 25 pages from the books you choose to read from. To verify your reading hand in a typed list of the pages you have read, the books you read from and the total number of pages that you have read with this assignment.

Write a 4 page (double spaced and typed) reflection paper based on your reading. In your writing feel free to follow a particular theme that is important to you or note points of agreement or disagreement. You might also discuss ideas that surprised you, or even ideas that are over valued or under valued, etc. Support your ideas by using specific quotes and material from your reading. Please note specific page numbers, quotes, etc., as you write.

4. Case Study: 20%

This assignment will involve you interviewing 3 youth pastors currently engaged in a healthy Canadian youth ministry. The youth pastors will present their current ministry models and philosophical aspects to their ministries. In the interview the student will try and learn as much as possible about ministry philosophy, trends and personal insights to these working models of ministry.

This assignment is best viewed as an opportunity to talk to professionals that have been doing youth ministry in the local context. Please send an email to me so that I can make sure that you are able to choose diverse youth pastors with a variety of different experiences so that this assignment is valuable.

As a follow up to the interviews students are required to do the following: Write a 4-5 page overview after all of the interviews are completed. The overview is to summarize lessons learned and also note and discuss surprises, nuggets of wisdom, disappointments, inadequacies noted or challenges encountered from the three interviews. Critical thinking expressed in an academic format is expected.

5. Reflection Paper: 5%

In higher education, many times we can sit back and simply read the PowerPoint presentations, while never really working to answer the questions being asked.

Take a moment and wrestle through the questions asking yourself - How did you answer them? What did you think about them? What were some more questions that you have because of those questions?

Summarize your own questions and potential answers to the questions presented and construct a one page reflection paper on these things. I am not concerned with perfect sentence structure but rather on hearing what your thoughts are to the questions being asked. Defend your thoughts with personal stories or stories from serving with students.

Journals	30%
Philosophy of Ministry	35%
Youth Ministry Readings	10%
Case Study	20%
Reflection Paper	5%
<hr/>	
Total	100%

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