

ANDREWS UNIVERSITY: SDA THEOLOGICAL SEMINARY

RLED676 Young Adult Ministry Leadership (2-3 cr)

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Office Hours: By appointment

Session Dates: 13-18 July 2008
Class Time: 7:00 p.m.
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I. COURSE DESCRIPTION

An introduction to issues and opportunities for ministry with youth and young adults, with particular emphasis on campus ministry. Other topics include understanding youth and young adults from a developmental perspective, recruiting and training leaders, spiritual formation, peer ministry and program planning.

II. RATIONALE & OBJECTIVES

A. Approach: This course is presented in the context of the Roles of a Religious Educator, with expected competencies specific to this particular course in the Campus Spiritual Leadership [CSL] emphasis. The Religious Education program offers academic rather than professional degrees, but classroom activities and assignments are not approached as purely academic exercises. The CSL program strives to provide both a solid theory base and, particularly at the certificate level, practical experience. A number of the assignments are therefore designed to build from theory directly into practice of the discipling mandate which undergirds the Religious Education mission

B. Instructor's Goal: To involve students in a creative educational experience which includes exploring theory and examining practical strategies for reaching youth and young adults in a campus context.

C. Competencies and Curriculum

Competencies: Participants will be able to:		Knowledge Skills Attitudes	Curriculum Map: Course content enabling participants to achieve course objectives
1.	Understand youth and young adult spirituality	To know	<ul style="list-style-type: none"> • development theory relating to youth and young adults • a human understanding of the issues and needs of the "ministered to"
		To do	<ul style="list-style-type: none"> • explore concepts of process discipleship from freshman to senior years
		To value	<ul style="list-style-type: none"> • a love of youth and young adults, and an appreciation of their potential
2.	Give students a vision for service and evangelism	To know	<ul style="list-style-type: none"> • the objective, purpose, and vision of campus ministry • the concept of the Kingdom of God as demonstrated in Christ's ministry
		To do	<ul style="list-style-type: none"> • demonstrate an ability to motivate and instill vision, and to facilitate change in groups and organizational systems
		To value	<ul style="list-style-type: none"> • a balance between evangelism and other areas of ministry (empowering diverse areas of church ministry)

Competencies: Participants will be able to:		Knowledge Skills Attitudes	Curriculum Map: Course content enabling participants to achieve course objectives
3.	Mentor and oversee student leaders	To know	• models and goals of mentoring both for the mentor and the student
			• interpersonal, communication, relational, listening, and people-helping skills
			• leadership principles, peer leadership, and servant leadership
		To do	• recruit, train, equip and support students for campus ministry
			• mentor students in spiritual formation, discipling, people-helping, and communication building skills
			• teach and implement systems theory and management for campus ministry involving the university, the church, and the students
			• build a student team to lead in campus ministry
			• implement a cell-church or small group model for discipleship training and group dynamics
			• delegate responsibility and empower student leaders
To value	• engage church members as a support community for campus ministry		
	• being an equipper more than a superstar		
4.	Lead students in a Christian critique of contemporary lifestyle issues	To know	• issues of “ministered-to” students (postmodernism, peer pressure, depression, substance abuse, sexuality, science and religion, Christian ethics, current moral issues – e.g., abortion, exposure to worldviews and major religious perspectives)
		To do	• dialog about ethics, sexuality, sexual orientation, sexual abuse, substance abuse, suicide
		To value	• a shock-proof and non-judgmental attitude when exposed to new situations regarding moral issues
5.	Plan and implement major events for students	To do	• manifest versatility and adaptability
			• design and evaluate non-formal curriculum materials
			• evaluate programs
			• work effectively with a diversity of cultures, ideologies, and ideas
			• train and equip faculty/church members for service in campus ministry
		• practice and teach basic financial responsibility and budgeting	
		To value	• a positive passion manifested in joy, love of life, and love of service for others
• being an equipper more than a superstar			

III. METHOD OF INSTRUCTION

This course is offered both as a one-week intensive, with 30 contact hours between the instructors and the candidates. The method of delivery is class lecture and discussion including some materials shared using electronic media. Pre-class and post-class assignments are detailed in the course schedule. These are (1) readings done prior to the class to establish a theory/knowledge base, and (2) practical assignments and assessment papers done following the one-week intensive.

IV. TEXTBOOKS

Required

Arnett, Jeffrey Jensen. *Emerging Adulthood: The Winding Road from the Late Teens through the Twenties*. New York: Oxford University Press, 2004.

Kimball, Dan. *They Like Jesus But Not the Church: Insights from Emerging Generations*. Grand Rapids: Zondervan, 2007.

Kinnaman, David. *Unchristian: What a New Generation Really Thinks about Christianity ... and Why It Matters*. Grand Rapids, MI: Baker, 2007.

Recommended

Lewis, Brad, Beth Robinson, and Carl Simmons, editors. *Young Adult Ministry in the 21st Century*. Loveland, CO: Group Publishing, 2006.

Van Pelt, Rich and Jim Hancock. *The Youth Worker's Guide to Helping Teenagers in Crisis*. Grand Rapids: Zondervan/Youth Specialties, 2005.

V. DISABILITY ACCOMMODATIONS

Students with diagnosed disabilities may request accommodations relating to these disabilities from the teacher and should also contact the Office of Student Success for assistance. If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

VI. CHANGES TO THE SYLLABUS

The instructor reserves the right to make changes to the requirements as outlined in this syllabus by giving written notice to the students enrolled in the course. Any new regulations and requirements become effective upon publication and distribution to the students.

VII. EXPECTATIONS

- A. Attendance: absence from more than 10% of class time for whatever reason may result in the assignment of an "F" grade.
- B. Participation: students are expected to make creative contributions to classroom dialog by being well prepared and ready to discuss reading assignments.
- C. DG grades may be given for this course in the summer. Course work must be completed by 28 November 2008. On the date grades are due at the end of the fall semester, the DG will be changed to a letter grade based on work completed. Assignments handed in after the due date will be graded down by one letter grade per month or part thereof that they are late. No assignments will be accepted after 28 November 2008.
- D. Students must follow generally accepted practices of academic honesty and scholarship as outlined in the *AU Bulletin*. Policies relating to academic integrity are published in the *Student Handbook*, the *Undergraduate Policies Manual*, and the *Graduate Programs Manual*. Along with other acts of academic dishonesty noted in the *Bulletin*, plagiarism

(including such practices as cutting and pasting from the internet without documenting the sources) is considered to be an infringement of academic integrity. In addition, it should be noted that in this class a student may not submit a paper that has been or will be submitted as an assignment in any other class unless this has first been discussed with the instructor. Academic dishonesty is a serious offence and, in cases of infraction, disciplinary measures will be applied in accordance with university policy.

E. Marks will be apportioned as follows for the various assignments:

ASSIGNMENTS FOR 2 CREDITS	PERCENTAGE
0. Class attendance: 10% absence may result in "F" grade	
1. Book reports on required textbooks	25%
2. Contributions to class during intensive week	25%
3. Examination	25%
4. Report on post-campus project, and personal assessment	25%
TOTAL	100%

ASSIGNMENTS FOR 3 CREDITS	PERCENTAGE
0. Class attendance: 10% absence may result in "F" grade	
1. Book reports on required textbooks	20%
2. Contributions to class during intensive week	20%
3. Examination	20%
4. Book reports on 3 books read after the summer intensive class	20%
5. Report on post-campus project, and personal assessment	20%
TOTAL	100%

F. Instructions regarding assignments (as listed above):

1. Read in the textbooks prior to the date on which the class begins, and be prepared to analyze and apply ideas presented in the textbook.
2. Preparedness and creativity in joining in with class projects and discussions.
3. Final examination at the end of the intensive week.
4. If you are taking the course for 3 credits, read 3 appropriate books related to the area of your post-campus project. Submit a two page report on each, summarizing key points, insights gained, and application to your ministry.
5. Implement a post-campus project, which should be based on your reading and class discussion, and should give evidence of careful thought and scholarship. You must submit a written report and assessment of the implementation and impact of the project. The report should be 5-10 double-spaced pages. You may attach appendices if you feel this is appropriate, and the appendices will not be counted in the page limit. Use APA or Turabian along with *AU Standards for Written Work* for style and format of your project.

VIII. EVALUATION

A. Grades are normally assigned according to the following table, but the instructor reserves the right to adjust this schedule. In this class you are not competing against other students. You are striving to meet the standards outlined below in subsection B, "Criteria for Assessment."

A	90%	C+	67%
A-	85%	C	66%
B+	80%	C-	60%
B	75%	D	50%
B-	70%	F	below 50%

B. Criteria for Assessment (see the table below)

CRITERIA FOR ASSESSMENT
<p>An "A" rating is assigned when the candidate produces work of an undoubtedly superior quality for tests, assignments and projects and:</p> <ul style="list-style-type: none">• demonstrates a broad knowledge and solid, detailed understanding of the topic or activity• relates the material to other significant and pertinent information in the context of the topic or activity, at a level that includes considerable synthesis and analysis• supports arguments or strategies with ample reference to relevant information applied systematically and logically• gives evidence of detailed research in relevant and representative sources (1) directly related to, and (2) in the broad context of the topic or activity• organizes the answer or activity logically with evidence of sound, in-depth analysis and progression of thought• proposes creative ideas, innovative theories, and practical solutions• presents the answer or activity in a respectable format, where applicable either (1) demonstrating strong written communication skills, with minimal spelling, grammatical or typographical errors (some flexibility is allowed for a candidate whose home language is not English, but the requirement remains a well prepared and edited paper); or (2) a well-ordered and skillfully presented practical assignment.
<p>A "B" rating is assigned when the candidate produces work of an adequate (average) quality and:</p> <ul style="list-style-type: none">• demonstrates a basic knowledge and general understanding with regard to the topic or activity• relates the material to other significant and pertinent information in the context of the topic or activity• supports arguments or strategies by reference to relevant information applied systematically and logically• gives evidence of research in relevant and representative sources• organizes the answer or activity logically with sound analysis and progression of thought• proposes practical but predictable ideas, and workable theories or practical solutions• presents the answer or activity in a respectable format, where applicable either (1) giving evidence of acceptable language skills (some flexibility is allowed for a candidate whose home language is not English, but the requirement remains a well prepared and edited paper); or (2) a well-presented practical assignment

A rating below "B" is assigned when the candidate produces work that is below average, does not meet the rigors expected of graduate-level academic endeavor, and:

- demonstrates a dearth of knowledge and understanding with regard to the topic or activity, and makes factual errors in the presentation or serious mistakes or omissions with the project
- makes little or no reference to significant materials and information in the context of the topic or activity
- fails to support arguments or strategies adequately, systematically, or logically
- gives little evidence of research in relevant sources, or makes poor use of sources
- demonstrates faulty logic and inferior reasoning
- proposes theories and solutions that are unworkable or inadequate
- submits an answer, or implements an activity or project that is unprofessional in presentation.

IX. CLASS CALENDAR AND ASSIGNMENT SCHEDULE

<u>DUE DATE</u>	<u>PRE-CLASS ASSIGNMENTS</u>
13 Jul	Read in the textbooks and be prepared to discuss and apply reading.

<u>DAY</u>	<u>TOPICS & ISSUES</u>
1. 7-9 p.m.	Course Introduction An Evangelizing Perspective
2. 8-midday 1:30-3:30	Understanding Youth and Young Adults Understanding Contemporary Worldviews
3. 8-midday 1:30-3:30	Campus Contexts Christian Leadership
4. 8-midday 1:30-3:30	Case Studies in Christian Leadership Spiritual Formation
5. 8-midday 1:30-3:30	Spiritual Formation Ministry Resources and Planning
6. 8-midday	Ministry Planning

<u>DUE DATE</u>	<u>POST-CLASS ASSIGNMENTS</u>
15 Aug 2008	Report on the reading of additional books (if taking for 3 credits)
01 Sep 2008	Submit the plan for your post-campus project, including a line item budget. The plan for the post-campus project should include a theoretical base and methodology statement
10 Oct 2008	Implement your post-campus project by this date, and report that you have done so
21 Nov 2008	Submit written project report, and personal assessment of post-campus project

X. BIBLIOGRAPHY

- Arnett, Jeffrey Jensen. *Adolescence and Emerging Adulthood: A Cultural Approach*. Third edition. Upper Saddle River, NJ: Pearson Education, 2007.
- _____. *Emerging Adulthood: The Winding Road from the Late Teens through the Twenties*. New York: Oxford University Press, 2004.
- Beaudoin, Tom. *Virtual Faith: The Irreverent Spiritual Quest of Generation X*. San Francisco: Jossey-Bass, 1998.
- Cusick, John C. and Katherine F. DeVries. *The Basic Guide to Young Adult Ministry*. Maryknoll, NY: Orbis Books, 2001.
- Dudley, Roger. *Why Our Teenagers Leave the Church*. Hagerstown, MD.: Review & Herald, 2000.
- Dulles, Avery. *A History of Apologetics*. San Francisco: Ignatius Press, 1999.
- Freitas, Donna. *Sex & the Soul: Juggling Sexuality, Spirituality, Romance, and Religion on America's College Campuses*. New York: Oxford University Press, 2008.
- Galligan-Stierle, Michael, ed. *The Gospel on Campus: A Handbook of Campus Ministry Programs and Resources*. Second edition. Washington, DC: United States Catholic Conference, 1996.
- Gallup, George, and Timothy Jones. *The Next American Spirituality: Finding God in the Twenty-First Century*. Colorado Springs: Cook, 2000.
- [Grossman, Miriam]. *Unprotected: A Campus Psychiatrist Reveals How Political Correctness in Her Profession Endangers Every Student*. New York: Penguin, 2006.
- Holtz, Geoffrey T. *Welcome to the Jungle: The Why Behind "Generation X."* New York: St. Martin's Griffin, 1995.
- Howe, Neil and Bill Strauss. *13th Gen: Abort, Retry, Ignore, Fail?* New York: Random House, Vintage Books, 1993.
- Jones, Tony. *Postmodern Youth Ministry*. Grand Rapids: Zondervan/Youth Specialties, 2001.
- Komives, Susan, Nance Lucas and Timothy R. McMahon. *Exploring Leadership: For College Students Who Want to Make a Difference*. Second edition. San Francisco: Jossey-Bass, 2006.
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- Kullberg, Kelly Monroe, ed. *Finding God at Harvard: Spiritual Journeys of Thinking Christians*. Revised edition. Downers Grove, IL: InterVarsity Press, 2007.

- _____. *Finding God Beyond Harvard: The Quest for Veritas*. Downers Grove, IL: InterVarsity Press, 2006.
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- Myers, Joseph R. *The Search to Belong: Rethinking Intimacy, Community, and Small Groups*. Grand Rapids: Zondervan, 2003.
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- Parks, Sharon Daloz. *Big Questions, Worthy Dreams: Mentoring Young Adults in Their Search for Meaning, Purpose, and Faith*. San Francisco: Jossey-Bass, 2000.
- Phillips, Timothy, and Dennis Okholm, eds. *Christian Apologetics in the Postmodern World*. Downers Grove, IL.: InterVarsity Press, 1995.
- Robbins, Alexandra. *Pledged: The Secret Life of Sororities*. New York: Hyperion Books, 2004.
- _____, and Abby Wilner. *Quarterlife Crisis: The Unique Challenges of Life in Your Twenties*. New York: Jeremy P. Tarcher/Putnam, 2001.
- Sire, James W. *Chris Chrisman Goes to College: And Faces the Challenges of Relativism, Individualism and Pluralism*. Downers Grove: InterVarsity Press, 1993.
- _____. *The Universe Next Door: A Basic Worldview Catalog*. Third edition. Downers Grove, IL.: InterVarsity Press, 1997.
- Steinke, Peter L. *How Your Church Family Works: Understanding Congregations as Emotional Systems*. Revised edition. Herndon, VA: Alban Institute, 2006.
- Stoltzfus, Tony. *Leadership Coaching: The Disciplines, Skills and Heart of a Christian Coach*. Virginia Beach, VA: N.p., 2005.
- Strobel, Lee. *The Case for Christ*. Grand Rapids, Zondervan, 1998.
- Twenge, Jean M. *Generation Me: Why Today's Young Americans Are More Confident, Assertive, Entitled—and More Miserable Than Ever Before*. New York: Simon & Shuster, Free Press, 2006.
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Wuthnow, Robert. *After the Baby Boomers: How Twenty- and Thirty-Somethings Are Shaping the Future of American Religion*. Princeton: Princeton University Press, 2007.

Yaconelli, Michael. *Messy Spirituality: God's Annoying Love for Imperfect People*. Grand Rapids: Zondervan, 2002.

Zemke, Ron, et al. *Generations at Work: Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace*. New York: American Management Assn., 2000.

XI. WEBPAGES

Adventist Christian Fellowship. <<http://acflink.org>>.

Adventist Youth Ministries. <<http://www.adventistyouthministries.org>>.

Campus Crusade for Christ. <<http://www.ccci.org>>.

Center for Secular and Postmodern Studies. <<http://www.reframe.info>>.

Center for Youth Evangelism. <<http://www.adventistyouth.org>>.

GODencounters. <<http://GODencounters.org>>.

Ignition Blog. <<http://ignitionblog.wordpress.com>>.

InterVarsity Christian Fellowship. <<http://www.intervarsity.org>>.

LeadershipU. <<http://www.leaderu.com>>.

Re-Church Network. <<http://www.re-church.org>>.

SaltyFish.net. <<http://saltyfish.net>>.

Student Venture. <<http://www.studentventure.com>>.

Veritas Forum. <<http://veritas.org>>.