



School of  
Distance Education  
Andrews University



# SYLLABUS

**RELP 335 Foundations of Youth Ministry**

202241

# REL 335 Foundations of Youth Ministry

## School of Distance Education

### Self-Paced Format

This course follows a self-paced online format. This format allows you to set your own pace of study. While you have 180 days from your start date to complete the course with Andrews University, it is your responsibility to meet any deadlines set by your home institution. The last day to withdraw with a full refund is 15 days after your start date. See [more withdrawal details here](#).

### Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

### Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within 2 business days during the week and may not be available to respond on weekends.

### Other Assistance

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with online courses	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Exam requests and online proctoring	<a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a>	(269) 471-6566
Distance Student Services - any other questions	<a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a>	Text: (269) 397-4477

## Part 1: Course Information

### Course Descriptions

A foundational study of the spiritual development of children, youth and young adults, with the primary emphasis given to high school-aged youth and young adults. The class will also consider how nurture and environment (home, church, school and popular culture) fostering or hinder the spiritual development of youth. Additionally the course seeks to begin the development of youth ministry practitioners with spiritual depth, competent knowledge and professional youth ministry skills.

### Required Text/Material

**Complete the reading assignments from the following required textbooks:**

*Almost Christian*. Dean, Kenda Creasy. New York: Oxford University Press. 2010.

Print ISBN: 9780195314847 eBook ISBN: 9780199758661

*Getting It Right: A Power-Packed Resource for Adventist Youth Leaders* **General** Conference Youth Dept. Hagerstown: Review & Herald. 2005. ISBN: 9780828018050

*The Complex Religion of Teens*. Dudley, Roger. Review and Herald Publishing Association, 2007. ISBN: 9780828020251

### Optional Text/Material Recommended– Not Required

*Ten Years Later: A Study of Two Generations*: Gillespie, V. Bailey, Michael J. Donahue. John Hancock Center for Youth Ministry, La Sierra University, 2003. ISBN: 9780974853109

### Credit Hour and Commitment

This course is offered for 3 semester credits; therefore, it is expected that you will spend 135 total hours on this course. This course has 7 units, in 16 modules with various assignments in the 16 modules. Each module represents a week of a typical semester course. It is recommended that you budget 9 hours for studying and completing the activities for each module. There are suggested schedule to accomplish this work included in this syllabus.

### Program Learning Outcomes

University Mission	Program Outcome Objective (BA in Theology)	
	Goal No.	<i>At the end of the program the graduate should be able to</i>
Seek Knowledge	1	Document a foundational knowledge of in the areas of Bible, history, and theology, from an SDA perspective
Affirm Faith	2	Effectively communicate the global mission, beliefs and heritage of the Seventh-day Adventist Church
	3	Exhibit growth in awareness of Christian values and life skills
Change the World	4	Document experience & skills in community and cross cultural contexts

### Student Learning Outcomes

After completing this course students will be able to:

1. Design a practical, biblical philosophy of youth ministry.
2. Analyze human developmental paradigms with regard to age-appropriate youth ministry.
3. Identify complex issues of lifestyle choices, at-risk behaviors, and vocational choices that impact the spiritual development of youth.
4. Analyze the ministry implications of the core dynamics of healthy relationships
5. Evaluate traditional and contemporary strategies for Adventist youth ministry
6. Develop a biblical, research-informed response to a selected current issue in SDA youth ministry;
7. Analyze the primary factors contributing to youth loss and retention.

## Part 2: Course Methods and Delivery

### Methods of Instruction

Methods of instruction include multiple learning exercises including short PowerPoint presentations, textbook readings, primary source analysis, online activities, quizzes, and a research/reflection essay. The PowerPoint presentations will be consistent with the textbook but will also provide additional information. In addition to video lectures and regular readings, the class will employ the use of online videos to help students visualize past peoples and events. There will also be discussions on readings and online activities. This class is designed to meet federal regulations and consume approximately nine hours of study per week or the equivalent for a self-paced course. If this is unacceptable for any reason please reconsider your enrollment in this class. Regular participation in the course is essential to good performance.

## Technical Requirements

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

## LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email [dlit@andrews.edu](mailto:dlit@andrews.edu) or call (269) 471-3960.

## Part 3: Course Requirements

**Important Note:** Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

### Your Schedule

In LearningHub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within LearningHub AND discipline yourself to make regular progress.

## Assessment Descriptions

### Quizzes

There will be 7 quizzes for the course. Quizzes will cover reading assignments, online lessons, and other designated materials. Multiple choice and short answer quizzes will be administered to demonstrate your mastery of this content. Each quiz is worth 20 points. The timed online quizzes are a measurement of what you know, not what you can look up. Therefore do not use your notes, textbook, other materials or assistance from anyone while taking the quiz.

### Video Lecture Note Taking

You are required to watch and take notes on the video PowerPoint lectures. Your notes must demonstrate a mastery of the information presented in the video in order to receive full credit. This assignment is worth 20 points. You can expect exam questions to employ information from the video lectures, so plan accordingly.

### Textbook Readings Assignments:

- \* You will need to read **The Complex Religion of Teens** before the first unit exam. Content from this entire book will be included in the first exam.
- \* You will only need to read specific assigned chapters in the book **Getting It Right**. The assigned chapters as indicated in the course calendar and in each module.

### Supplemental Readings Responses

The field of youth ministry is very expansive and dynamic. In each module of the course there will be supplemental articles relating to youth and youth ministry. These articles have been selected because they may be more contemporary or more insightful than your textbook material on a certain subject. Some of the articles present secular perspectives while others provide Christian insights. Inclusion does not mean endorsement; rather these articles are included to stimulate analytical and critical thinking. You will need to read three articles from each module. Then you will need to write a thoughtful three or four paragraph response to each article explaining what you learned and how it relates to youth ministry. This assignment is worth 20 points per module.

### Days of Conflict

Read the “Days of Conflict” material (Desire of Ages chapter 9). Then answer the following questions with complete sentences and thoughtful paragraphs. Support your answers with statements and ideas from the chapter. These are essay questions. Print your answers. Your answers should be about 2 pages long total. In other words, about 1/2 a page for each answer.)

### Book Review

You will need to read the entire book **Almost Christian** and write a 4 page book review. The first half of the review should be a summary of the content, clearly identifying key concepts as they are developed in the book. The second half of the book review should indicate which specific insights are particularly significant to you. This second part of the book review would answer the following questions: "What difference does this make? How will I apply this to my ministry to youth?" "How can this perspective or idea make a practical difference in my ministry to youth?" The book review should include your name, the author's name, book title, and a statement that you read the entire book. The book review will be submitted through TurnItIn in the class portal in the Learning Hub.

**Interviews**

During the semester you will conduct two interviews. One with a child and one with an older teenager or young adult. You will develop your own interview questions which must cover following areas: 1) draw a picture of your family together and describe your family members, 2) what are three things you really enjoy doing (hobbies, sports, etc), 3) who is one of your best friends and why do you like them so much (character qualities of your best friend), 4) a basic summary of your relationship to God (for example you might ask “If your relationship with God was compared with a fruit or vegetable, what would it be? Why?”). It is recommended that you make an audio recording of the interview. Submit the questions and responses for this assignment worth 25 points per interview.

**Journal Entries**

A fundamental part of this course is the journaling component. This exercise will allow participants to consider significant questions raised by the teacher pertaining to their personal lives, youth characteristics, youth and relationships, culture and media, and youth ministry. Think of the journaling exercise as an opportunity to think critically about the ministry to youth in the world around you. A chance to record your thoughts and in the process have your perspective broadened. This assignment is worth 20 points. For the journaling assignment students are required to answer *two questions* raised by the teacher.

**Guidelines for Journal Entry Participation:**

1. Answers to journal questions must be thoughtful and careful to include sufficient explanation. Stating simply that “I agree,” or “I disagree,” or “this is wrong” is unsatisfactory. Use examples, personal experience, and specific references to the course content to explain.
2. All answers should be limited to two or three paragraphs and be between 75 and 250 words long. Writing longer posts will not improve your grade but will not detract from it either.
3. All posts must address the question or questions posed by including content from the module. Writing on a completely separate topic will yield no credit.
4. When appropriate refer to your personal experiences in your posts. If you have learned something about the world that is relevant to the topic at hand share it.
5. Posts should always be complete when posted and use proper grammar.
6. No one likes to read anything riddled with mistakes.
7. If your answers in your journals do not meet these criteria they will not receive full credit.

**Rubrics**

**Rubric for Grading Video Lecture Notes:** Characteristics of full credit are as follows:

1. Notes must demonstrate information from the entire video lecture. In other words, they must show evidence of students having viewed the video lecture from beginning to end.
2. Notes need not be exhaustive, but they should be thorough.

Grading Scale Rubric for video lecture notes: (0-20 points)

- 18-20 Points: Notes demonstrate appropriate information and are well organized.
- 15-17 Points: Notes demonstrate some of the appropriate information and are somewhat organized.
- 10-14 Points: Notes are missing important information and are disorganized.
- 6-9 Points: Notes are missing all-important information and are very disorganized.
- 0-5 Points: Notes were either not taken or nearly incomplete.

<b>Book Review Rubric</b>					
<b>Category</b>	<b>Outstanding</b>	<b>Good</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	
<b>Score</b>	10 points	8 or 9 points	6 or 7 points	1-5 points	<b>Score</b>
<b>Summary of content</b>	A clear summary of the major themes and ideas of the book.	A summary of most of the main ideas and themes. Lacked some major ideas	Summarized only a few of the basic ideas of the book.	Failed to summarize the major themes and ideas of the book. Did not demonstrate knowledge of the content.	
<b>Analysis &amp; Organization</b>	Effectively states the central thesis of the book and a clear, cohesive analysis of the core supporting arguments.	Provided a general statement of the statement of the central thesis of the book but needed further analysis and organization.	Provided an incomplete analysis of the content and arguments of the book. Flow of ideas needed refinement.	Insufficient analysis of the content of the book. Lacked cohesive development of ideas. Lacked flow.	
<b>Application:</b>	Clearly identified specific content in the book and provided insightful applications to ministry.	State a few applications but needed more direct connection with the book's content and specific ministry.	Stated applications in terms of broad generalization without sufficient specific ministry applications	Little or no application of ideas to specific ministry.	
<b>Mechanics: structure, spelling, format, citations</b>	Proper format No need for editing for grammar and spelling. Proper citation of sources. Submitted on time.	Generally good format but needed some editing for spelling and grammar and use of sources. May not have been submitted on time.	Contained basic content but lacked appropriate format. Significant errors of spelling, grammar and citation.	Did not follow format instructions. Failed to cite sources or cited sources incorrectly.	
Total score out of 40 points possible					

<b>Rubric for Article Reviews and Supplemental Reading Responses</b>				
Points per category	5 pt	4 pt	3 pt	1 – 2 pt
<b>Personal Response</b>	Thoughtful personal perspective and response to article.	General response to the article.	Minimal personal perspective and response	Lacked thoughtful personal response and perspective.
<b>Analysis &amp; Application</b>	Clear analysis of article. At least two insightful applications of the article's concepts.	General analysis of article. Only 1 insightful application of the article's concepts.	Only analysis and limited application	Little or no analysis and application
<b>Article Summary: Accuracy of Facts and Concepts</b>	Accurate summary of key ideas. All supportive facts and concepts are appropriately included.	General summary of some key ideas. Supportive facts and concepts are included.	Basic summary of some key ideas. Limited content. Few supporting facts and concepts.	No summary or presentation of key ideas. No supportive facts and concepts developed.
<b>Citation &amp; Mechanics</b>	Accurately cited. No more than 1 spelling or grammatical error.	Accurately cited. No more than 2 spelling and grammatical errors.	Incorrectly cited. 3 or more spelling and grammatical errors.	No citation or multiple spelling and grammatical errors.
Total Points (out of possible 20)				

<b>Journal Entry Rubric</b>					
Points Per Category	Always: 5 points	Usually: 4 points	Sometimes: 3 point	Seldom or never 1-2 points	Total
<b>Focus</b>	The entire entry is focused on the specific discussion topic.	Most of the entry is focused on one topic.	Some of the entry is focused on one topic.	The entry is not focused on the course content	
<b>Support</b>	Every idea is supported with detail from the course content	Most ideas are supported with detail from the course content	Few ideas are supported with detail from the course content	None of the ideas are supported.	
<b>Organization and mechanics</b>	Entry is organized in a cohesive, meaningful manner. No spelling or grammatical errors	Most of the entry is organized in a cohesive, meaningful manner. Only one spelling or grammar error.	Some of the entry is organized in a meaningful manner. At least 2 spelling or grammatical errors.	The entry is not organized. Multiple spelling or grammatical errors	
<b>Creativity</b>	Entry is well thought out. Analytical and insightful.	Entry is well thought out. Analytical and insightful.	Some of the entry is well thought out. Marginally analytical and insightful.	Entry is not well thought out. Analytical and insightful.	
Total Points (out of possible 20)					

**Exams**

The mid-term and final exams are worth 22.22% of your grade. You are allowed 120 minutes to complete this exam. The exams will include a variety of questions (multiple choice, true or false, short answer, essay). The midterm exam will be worth 100 points and the final exam will also be worth 100 points.

All exams must be taken under supervision of a proctor. Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at [www.andrews.edu/distance/students/exams.html](http://www.andrews.edu/distance/students/exams.html). Follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center ([sdeexams@andrews.edu](mailto:sdeexams@andrews.edu) or 269-471-6566). No exam is returned to the student for review. To aid studying for future exams, you may request the instructor to provide summary feedback on an exam.

### Suggested schedule for completion in 8 weeks

Note: In the schedule below, the following abbreviations are used for your textbooks:

**CR = The Complex Religion of Teens**

**GIR = Getting It Right**

**AC = Almost Christian**

Module	Unit	Readings & Video Presentations	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	<b>Positive Youth Group (Unit 1)</b>	Orientation & Assignment Expectations  <u>Video Lectures:</u> Theological Framework for Youth Ministry 1 & 2 <u>Video Lectures:</u> History of Youth Ministry 1 & 2  <u>Textbook Readings</u> CR-Ch. 1 GIR- Ch. 1 & 2	Submit Lecture Notes	SLO 1
		<u>Video Lectures:</u> Models of Youth Ministry – 1 & 2 <u>Video Lecture:</u> The Process of Youth Ministry  <u>Textbook Readings</u> GIR-Ch. 12 & 47  <u>Selected Supplemental Readings for Unit 1</u>	Submit Lecture Notes. Unit 1 Supplemental Readings Due Journal Entry 1 Quiz 1	SLO 6
2	<b>Child and Youth Development (Unit 2)</b>	<u>Video Lectures:</u> Adolescent Development Pt 1A & 1B – Piaget <u>Video Lectures:</u> Adolescent Development Pt 2A & 2B – Kohlberg  <u>Textbook Readings</u> CR- Ch. 2 & 3 GIR- Ch. 11	Submit Lecture Notes	SLO 2
		<u>Video Lecture:</u> Adolescent Development Pt 2C Perry <u>Video Lectures:</u> Adolescent Development & Spirituality - Part 3A & 3B Fowler  <u>Textbook Readings</u> CR- Ch. 4 AC-Ch. 1& 2  <u>Selected Supplemental Readings for Unit 2</u>	Submit Lecture Notes Unit 2 Supplemental Readings Due	SLO 2

Module	Unit	Readings & Video Presentations	Assignments	Outcomes Met
3		<p><u>Video Lecture:</u> Adolescent Development &amp; Spirituality - Part 4A Erickson</p> <p><u>Video Lecture:</u> Adolescent Development &amp; Spirituality - Part 4 B Erikson, Marcia, Selman, Super</p> <p><u>Textbook Readings</u>                      CR-Ch. 5 &amp; 6                      GIR- Ch. 6                      AC-Ch. 3</p>	Submit Lecture Notes Journal Entry 2 Quiz 2 Interview 1: Child or Earliteen	SLO 2
	<b>Faith Development (Unit 3)</b>	<p><u>Video Lecture:</u> Spirituality - The Five Cries of Youth</p> <p><u>Video Lecture:</u> Collegiate Spirituality, Todd Hall's research</p> <p><u>Video Lecture:</u> Youth Ministry Research on Youth Retention - article review</p> <p><u>Video Lecture:</u> Evangelicals fear loss of youth</p> <p><u>Textbook Readings</u>                      CR - Ch. 7-9                      AC - Ch. 4</p> <p><u>Selected Supplemental Readings for Unit 3</u></p>	Submit Lecture Notes Unit 3 Supplemental Readings Due Journal Entry 3 Quiz 3	SLO 2
4	<b>Healthy Relationships (Unit 4)</b>	<p><u>Video Lecture:</u> Family Life Ministry</p> <p><u>Textbook Readings</u>                      GIR Ch. 28 &amp; 29</p>	Submit Lecture Notes	SLO 4
		<p><u>Audio Lecture:</u> Conflict Resolution</p> <p><u>Textbook Readings</u>                      CR Ch. 10 &amp; 11</p> <p><u>Selected Supplemental Readings for Unit 4</u></p>	Submit Lecture Notes Unit 4 Supplemental Readings Due Days of Conflict assignment Interview 2: Youth or Young Adult	SLO 4
5		<p><u>Video Lecture:</u> Counseling in Youth Ministry</p> <p><u>Textbook Readings</u>                      AC - Ch. 6                      GIR- Ch. 37 &amp; 42</p>	Submit Lecture Notes Journal Entry 4 Quiz 4	SLO 4
	<b>MIDTERM</b>	REVIEW the course content and material for the class so far. Prepare for the midterm exam	<b>PROCTORED MIDTERM EXAM</b>	
6	<b>Lifestyle Choices (Unit 5)</b>	<p><u>Video Lecture:</u> ValueGenesis: Intro and Grace</p> <p><u>Video Lecture:</u> ValueGenesis: At-risk Behaviors &amp; School</p> <p><u>Textbook Readings</u>                      CR- Ch. 12                      AC - Ch. 8</p> <p><u>Selected Supplemental Readings for Unit 5:</u></p>	Submit Lecture Notes Unit 5 Supplemental Readings Due	SLO 3

Module	Unit	Readings & Video Presentations	Assignments	Outcomes Met
		<p><u>Video Lecture</u>: ValueGenesis: Church and Family</p> <p><u>Textbook Readings</u>                      CR –Ch.13                      AC- Ch. 5                      GIR- Ch. 31</p>	Submit Lecture Notes Journal Entry 5 Quiz 5 Book Review – “Almost Christian”	SLO 3
7	<b>Media and Pop Cultures (Unit 6)</b>	<p><u>Video Lectures</u>: The Entertainment Orbit 1 &amp; II</p> <p><u>Textbook Readings</u>                      GIR - Ch. 54</p>	Submit Lecture Notes.	SLO 3
		<p><u>Selected Supplemental Readings for Unit 6</u></p>	Unit 6 Supplemental Readings Journal Entry 6 Quiz 6	SLO 3, 4, & 6
8	<b>Service, Vocation &amp; Life Passion (Unit 7)</b>	<p><u>Video Lectures</u>: Loss and Retentions parts 1, 2, 3</p> <p><u>Textbook Readings</u>                      AC - Ch. 7                      GIR - Ch. 15</p> <p><u>Selected Supplemental Readings for Unit 7</u></p>	Submit Lecture Notes. Unit 7 Supplemental Readings Due	SLO 5 & 7
		<p><u>Video Lecture</u>: iCoach: Being a mentor for youth</p> <p><u>Textbook Readings</u>                      AC - Ch. 9                      CR - Ch. 14</p> <p>Prepare for the Final Exam</p>	Submit Lecture Notes. Journal Entry 7 Quiz 7	SLO 5 & 7
<b>PROCTORED FINAL EXAM</b>				

**Suggested schedule for completion in 16 weeks**

Module	Unit	Readings & Video Presentations	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	<b>Positive Youth Group (Unit 1)</b>	Orientation & Assignment Expectations  <u>Video Lectures:</u> Theological Framework for Youth Ministry 1 & 2 <u>Video Lectures:</u> History of Youth Ministry 1 & 2  <u>Textbook Readings</u> CR-Ch. 1 GIR- Ch. 1 & 2	Submit Lecture Notes	SLO 1
2		<u>Video Lectures:</u> Models of Youth Ministry – 1 & 2 <u>Video Lecture:</u> The Process of Youth Ministry  <u>Textbook Readings</u> GIR-Ch. 12 & 47  <u>Selected Supplemental Readings for Unit 1</u>	Submit Lecture Notes. Unit 1 Supplemental Readings Due Discussion Forum 1 Quiz 1	SLO 6
3	<b>Child and Youth Development (Unit 2)</b>	<u>Video Lectures:</u> Adolescent Development Pt 1A& 1B – Piaget <u>Video Lectures:</u> Adolescent Development Pt 2A & 2B – Kohlberg  <u>Textbook Readings</u> CR- Ch. 2 & 3 GIR- Ch. 11	Submit Lecture Notes	SLO 2
4		<u>Video Lecture:</u> Adolescent Development Pt 2C Perry <u>Video Lectures:</u> Adolescent Development & Spirituality - Part 3A & 3B Fowler  <u>Textbook Readings</u> CR- Ch. 4 AC-Ch. 1& 2  <u>Selected Supplemental Readings for Unit 2</u>	Submit Lecture Notes Unit 2 Supplemental Readings Due	SLO 2
5		<u>Video Lecture:</u> Adolescent Development & Spirituality - Part 4A Erickson <u>Video Lecture:</u> Adolescent Development & Spirituality - Part 4 B Erikson, Marcia, Selman, Super  <u>Textbook Readings</u> CR-Ch. 5 & 6 GIR- Ch. 6 AC-Ch. 3	Submit Lecture Notes Discussion Forum 2 Quiz 2 Interview 1: Child or Earliteen	SLO 2

Module	Unit	Readings & Video Presentations	Assignments	Outcomes Met
6	<b>Faith Development (Unit 3)</b>	<p><u>Video Lecture:</u> Spirituality - The Five Cries of Youth</p> <p><u>Video Lecture:</u> Collegiate Spirituality, Todd Hall's research</p> <p><u>Video Lecture:</u> Youth Ministry Research on Youth Retention - article review</p> <p><u>Video Lecture:</u> Evangelicals fear loss of youth</p> <p><u>Textbook Readings</u> CR - Ch. 7-9 AC - Ch. 4</p> <p><u>Selected Supplemental Readings for Unit 3</u></p>	<p>Submit Lecture Notes</p> <p>Unit 3 Supplemental Readings Due</p> <p>Discussion Forum 3</p> <p>Quiz 3</p>	SLO 2
7	<b>Healthy Relationships (Unit 4)</b>	<p><u>Video Lecture:</u> Family Life Ministry</p> <p><u>Textbook Readings</u> GIR Ch. 28 &amp; 29</p>	Submit Lecture Notes	SLO 4
8		<p><u>Audio Lecture:</u> Conflict Resolution</p> <p><u>Textbook Readings</u> CR Ch. 10 &amp; 11</p> <p><u>Selected Supplemental Readings for Unit 4</u></p>	<p>Submit Lecture Notes</p> <p>Unit 4 Supplemental Readings Due</p> <p>Days of Conflict assignment</p> <p>Interview 2: Youth or Young Adult</p>	SLO 4
9		<p><u>Video Lecture:</u> Counseling in Youth Ministry</p> <p><u>Textbook Readings</u> AC - Ch. 6 GIR- Ch. 37 &amp; 42</p>	<p>Submit Lecture Notes</p> <p>Discussion Forum 4</p> <p>Quiz 4</p>	SLO 4
10	<b>MIDTERM</b>	REVIEW the course content and material for the class so far. Prepare for the midterm exam	<b>PROCTORED MIDTERM EXAM</b>	
11	<b>Lifestyle Choices (Unit 5)</b>	<p><u>Video Lecture:</u> ValueGenesis: Intro and Grace</p> <p><u>Video Lecture:</u> ValueGenesis: At-risk Behaviors &amp; School</p> <p><u>Textbook Readings</u> CR- Ch. 12 AC - Ch. 8</p> <p><u>Selected Supplemental Readings for Unit 5:</u></p>	<p>Submit Lecture Notes</p> <p>Unit 5 Supplemental Readings Due</p>	SLO 3
12		<p><u>Video Lecture:</u> ValueGenesis: Church and Family</p> <p><u>Textbook Readings</u> CR –Ch.13 AC- Ch. 5 GIR- Ch. 31</p>	<p>Submit Lecture Notes</p> <p>Discussion Forum 5</p> <p>Quiz 5</p> <p>Book Review – “Almost Christian”</p>	SLO 3
13	<b>Media and Pop Cultures (Unit 6)</b>	<p><u>Video Lectures:</u> The Entertainment Orbit 1 &amp; II</p> <p><u>Textbook Readings</u> GIR - Ch. 54</p>	Submit Lecture Notes.	SLO 3

Module	Unit	Readings & Video Presentations	Assignments	Outcomes Met
14		<u>Selected Supplemental Readings for Unit 6</u>	Unit 6 Supplemental Readings Discussion Forum 6 Quiz 6	SLO 3, 4, & 6
15	<b>Service, Vocation &amp; Life Passion (Unit 7)</b>	<u>Video Lectures:</u> Loss and Retentions parts 1, 2, 3  <u>Textbook Readings</u> AC - Ch. 7 GIR - Ch. 15  <u>Selected Supplemental Readings for Unit 7</u>	Submit Lecture Notes. Unit 7 Supplemental Readings Due	SLO 5 & 7
16		<u>Video Lecture:</u> iCoach: Being a mentor for youth  <u>Textbook Readings</u> AC - Ch. 9 CR - Ch. 14  Prepare for the Final Exam	Submit Lecture Notes. Discussion Forum 7 Quiz 7	SLO 5 & 7
<b>PROCTORED FINAL EXAM</b>				

### Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

## Part 4: Grading Policy

### Graded Course Activities

Points for each assignment module are as follows:

MODULE POINTS	DESCRIPTION
20	Quiz
20	Video Lecture notes
20	Supplemental Readings Responses
20	Discussion Forums
80	Total points per module

Your final grade will be the result of five components: Modular Point Tabulation (You will need to complete every Assignment, the Midterm Exam, and the Semester Exam before a grade can be issued.)

COURSE POINTS	DESCRIPTION
880	Modular Point Tabulation (7 modules)
50	Two Interviews (25 pt each)
50	Book Review – Almost Christian
40	Days of Conflict Assignment
100	Midterm Exam
100	Semester Exam
<b>900</b>	<b>Total Points Possible</b>

## Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

## Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%

Letter Grade	Percentage
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

## Part 5: Course Policies

### Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/weblmsc/moodle/public/incompletes.html>.

### Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

### Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf>. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to [success@andrews.edu](mailto:success@andrews.edu) or fax it to (269) 471-8407.
3. Email [sdestudents@andrews.edu](mailto:sdestudents@andrews.edu) to inform the School of Distance Education that a disability has been reported to Student Success.

### Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

**Commitment to Excellence**

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

**Honesty**

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.