DSRE534

MINISTRY TO YOUTH AND YOUNG ADULTS

January 19-23, 2014

Instructor: Allan Walshe, DMin

InMinistry Center Intensive
DRSE534
MINISTRY TO YOUTH
AND YOUNG ADULTS
JANUARY 19-23, 2014
InMinistry Center Intensive
MA in Pastoral Ministry

GENERAL CLASS INFORMATION

Class acronym: DRSE534
Class name: Ministry To Youth And Young Adults
Semester & year: January 19-23, 2014
Class location: Andrews University, Seminary Room S215
Class time/day: 7-9pm Sunday, Jan 19
8am-5pm Monday –Thursday, Jan 20-23, 2014
Credits offered: 3

INSTRUCTOR CONTACT DETAILS

Instructor: Allan Walshe, DMin.
Telephone: (269) 471-3318
Email: Walshe@andrews.edu
Office location: Andrews University Seminary Building, Christian Ministry Suite S221
Office hours: Wednesday 9.30am – 12.30pm / 2pm – 4pm
MINISTRY TO YOUTH AND YOUNG ADULTS (2-3)

This course is designed to acquaint students with the opportunities for ministry to and with young people in the church, school and home. The biblical principles of youth and young adult ministry, within the context of the church community, are given primary emphasis.

Students will have an in-depth study from a pastoral perspective of selected issues having to do with the spiritual development of youth and young adults from fourteen to twenty five years of age. In particular, the reciprocal effects produced by the interaction of youth with such elements of their environment as home, church and society, will be examined for their potential impact on the fostering of that spiritual development.

CLASS OBJECTIVES

Program Learning Outcomes (PO)

1. Articulates effectively a theology and philosophy of youth ministry.
2. Uses appropriate methodologies to disciple youth and young adults.
3. Understands youth and young adult culture relevant to its application in the biblical discipleship process.
4. Engages consistently in biblical devotional habits to be open to the transforming work of the Holy Spirit in his or her life.
5. Develop, direct, advocate for, and evaluate youth ministry for the broader church.

Student Learning Outcomes (SLO) The student should be able to:

The primary objectives of this class are to:

1.1 The student will understand spiritual growth in the context of Transformational Youth and Young Adult Ministry. The student will grow in their own personal relationship with Jesus as they faithfully and thoughtfully consider the needs and opportunities of ministering to/with young people.
1.2 The student will review the dynamics, models, and materials for developing a successful ‘community building’ small group.
1.3 The student will discuss Biblical, realistic responses to identifiable current issues in Adventist youth and young adult ministry.

Secondary objectives include:

2.1 The student will consider a number of models of ministry to Youth and Young Adults as well as traditional Adventist programming and values transmission.
2.2 The student will, within a group context, conduct research on a current issue in Adventist youth and young adult ministry.
2.3 The student will understand the methodological implications of the class process.
2.4 The student will take part in a classroom environment of shared dialogue and experience one that prizes honest reflection and respect for the feelings and beliefs of fellow colleagues.
Advanced theological education is no ‘cake-walk’, nor is it intended to ‘wear out the saints’. Designed to immerse the learner in deep theological study and introspective reflection, seminary course expectation is to challenge the student by examining his/her own premises against the study, research and inspiration of biblical scholarship.

This will take intentionality and time on your part. Course load is guided by the expectation that students will spend a total of 45 hours of course exposure to earn 1 hour of academic credit. That translates into 90 hours invested for a 2-credit class, and 135 hours for a 3-credit course. Students are advised to spend their time accordingly to meet course requirements and deadlines.

Following is a rule of thumb to help guide your reading, research, and writing for Seminary courses:

- Average reading speed: 15-20 pages/hr.
- Average writing speed: 3 hr./page
- Exam preparation: 4-8 hours

Based on these averages, requirements for this class will take the average student the following:

- Required Reading: 30 hrs.
- Journaling Reading: 36 hrs.
- Methodological Paper: 30 hrs.
- Current Issues Project: 30 hrs.

Total Hours for class: 126

TEXTBOOKS

Required:


**GRADING CRITERIA AND COURSE ASSESSMENT ITEMS**

**Assignment Submission**
Upload all your assignments in electronic format on to Moodle.

**Late Submission**
All late assignments (without written permission) will incur a 10% per week penalty.

<table>
<thead>
<tr>
<th></th>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1</td>
<td>Journal Book Reports</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>Methodological Implications</td>
<td>25%</td>
</tr>
<tr>
<td>3</td>
<td>Current Issues</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>Perception checks</td>
<td>15%</td>
</tr>
<tr>
<td>5</td>
<td>Class Notes</td>
<td>10%</td>
</tr>
<tr>
<td>6</td>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**POST-CLASS WORK**

1. **Journal Book Reports**

Students are to read completely the required text for this class: *The Complex Religion of Teens* by Roger Dudley and *Building Youth Ministry: A Foundational Guide* by Barry Gane.

The book report will be a **chapter-by-chapter reflection** of:

- **Personal insights** you have learned within each chapter.
- **Pastoral applications** highlighted to you by answering the following question:
  - “How will I apply this in my Church as I minister to youth and young adults”?

The report should be a minimum of four and a maximum of six pages single spaced.

**Formatting:**

- Each report should include a cover page including your name, the author’s name, book title, AND A STATEMENT THAT YOU HAVE READ THE ENTIRE BOOK.
- Use 1” borders all around
- Reports should be single spaced 11 or 12 point font
- Leave blank space between chapter heading and reflection body with
- Boldface chapter titles and headings.
- Clearly separate your **personal insights** from your **pastoral applications**
- Use full sentences and paragraphs in your insights and applications
- A sample book report is provided on Moodle.
Due Dates:

Book Report 1 – The Complex Religion of Teens - To be announced in class.

Book Report 2 – Building a Youth Ministry - To be announced in class.

2. Daily Perception Checks
Perception Checks provide evidence of your understanding of the concepts presented in class. Perception Check questions will be given regularly in class. Your responses are to be recorded in your notes and electronically uploaded to Moodle each day.

Expectations:
Ensure that you clear state for each perception check:
• Your Name
• The date
• Title of the perception check
• Question given
• Your response to the question.

Due Date: Perception checks are to be uploaded to Moodle by 10pm on the same day the perception check is given in class.

3. Class Notes
Students are expected to keep notes from class lectures, presentations, labs and discussions. These should be used as a resource for future reference. They also provide evidence of a student’s engagement in the class. Thorough class notes will be an asset to the student when preparing the Methodological Implications Paper.

Expectations:
• Notes may be handwritten but preferably typed.
• Dates and topic headings should be clear.
• Perception Checks should be included and clearly identified in notes.
• As a guide between 1 and 2 pages of notes (when typed) per hour is an expected average.

• If handwritten: Electronically Scan your written notes before submitting to Moodle in a PDF document (free use of scanners are available on the top floor of the James White library).
• If typed: submit to Moodle directly in MS Word or PDF format.

Due Date: TBA
4. Class Participation

Class attendance and participation is required and vital due to the intense and interactive nature of the course. If a student must miss more than three hours of class, the final grade will be lowered by one full letter.

**Please do not bring children to class, under any circumstances.**

INTERNET USAGE AND SURFING IS NOT PERMITTED while you are in class GRADE POINTS WILL BE DEDUCTED.
When you come to class, all cell phones should BE TURNED OFF.

5. Current Issues Project

The student will do assigned to do a research project on behalf of the class regarding a current youth/young adult issue. Specific topics for research will be assigned during class.

This will result in:

- A research paper, submitted by each student.
- A copy of each student’s research paper and accompanying resources will be made available to each class member via Moodle at the end of the course.

**Criteria for Assessment:**

i. Thoroughness/Research Content (Theological foundation/Current Studies/Analysis) 40%
ii. Applicability (effective across the board) 20%
iii. Creativity/Relevance. 20%
iv. Paper Presentation (use of Technology, logical flow, established conclusions) 20%

**Due Date: TBA**

6. Methodological Implications Paper

Each student will write a methodological implications paper, based on a model of ministry developed in class. Minimum 10 pages.
DUE: THIS PAPER WILL REQUIRE CERTAIN MATERIAL THAT WILL BE EXPLAINED AND COVERED IN CLASS. DO NOT COMMENCE THIS PAPER UNTIL FURTHER INSTRUCTIONS HAVE BEEN GIVEN IN CLASS BY THE PROFESSOR.

Formatting of Papers:

- Each paper should include a standard cover page
- Length guide: A minimum of 10 pages will be required to cover the content at the level required for an A grade.
- Margins 1”, 11 or 12 point font, double spaced.
- Make good use of headings and sub-headings – refer to rubric for major headings.
- Sources must be cited for all spiritual development activity ideas.

Due Date: TBA
### ASSESSMENT GUIDELINES

**Assessment Rubric for Methodological Implications Paper for CHMN 534 Ministry to Youth and Young Adults**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Criteria Description</th>
<th>Excellent</th>
<th>Proficient</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rationale</strong></td>
<td>A statement outlining the reasons why you will use the small group model outlined in class; including an explanation of the current state of the Church and the transition from modernity to post-modernity and its affects on the youth.</td>
<td>A clear, thorough but succinct explanation of the small group model and why it is needed. Relevant and clearly outlined synopsis of the current state of the church with specific factors highlighting the affect on the youth.</td>
<td>An explanation of the small group model and why it is needed. A relevant synopsis of the current state of the church with factors highlighting the affect on the youth.</td>
<td>A general explanation of the small group model and why it is needed. A description of the current state of the church with some factors highlighting the affect on the youth.</td>
<td>A deficient explanation of the small group model and why it is needed. An irrelevant synopsis of the current state of the church with vague factors highlighting the affect on the youth.</td>
</tr>
<tr>
<td><strong>Model</strong></td>
<td>A description and explanation of the overall structure of the Spiritual Growth Group model that will be adopted as well as all the characteristics of the model.</td>
<td>A detailed description of the overall structure of the Spiritual Growth group, which accurately discusses in detail all the characteristics of the model such as: closed/open group; the 10 week cycle; the contract and reasons for each point contracted etc.</td>
<td>A description of the overall structure of the Spiritual Growth group model, which appropriately discusses all the characteristics of the model such as: closed/open group; the 10 week cycle; the contract and reasons for each point contracted etc.</td>
<td>A description of the overall structure of the Spiritual Growth group model, which discusses some of the characteristics of the model.</td>
<td>A vague description of the overall structure of the Spiritual Growth group model, and some of its characteristics.</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>A description and explanation of the specific sections of the Spiritual Growth Group model and how the time will be divided, outlining the content that will be included in each of the 3 different segmented times.</td>
<td>A detailed and clear explanation of what will take place/happen in each specific section of the Spiritual Growth Group model each time it meets, including illustrations of a single small group session and how the time will be divided and what will be covered.</td>
<td>An explanation of what will take place/happen in each specific section of the Spiritual Growth Group model for each time it meets. An example what would take place in a single small group session and how the time will be divided.</td>
<td>A general explanation of what will take place/happen in each specific section of the model. A general outline of what would take place in a single small group session and how the time will be divided.</td>
<td>An explanation of what will take place/happen in each specific section of the model. A vague outline of what would take place in a single small group session.</td>
</tr>
<tr>
<td><strong>Spiritual Development Activities</strong></td>
<td>A description and explanation of 4 activities that will be used to teach the following devotional habits: Praise; Stepping into Scripture; Reflection on scripture; Prayer;</td>
<td>A detailed and clear description of the 4 activities (2 personally sourced) including: aims and objectives, intended outcomes, how and why each activity will be used. etc</td>
<td>A description of the 4 activities including, aims and objectives, intended outcomes and how and why each activity will be used. etc</td>
<td>A general description of the 4 activities including general samples of resources, general aims and objectives, intended outcomes and how and why each activity will be used. etc</td>
<td>A deficient description of the 4 activities, general aims and objectives, intended outcomes and how and why each activity will be used. etc</td>
</tr>
<tr>
<td><strong>Paper Presentation</strong></td>
<td>Layout and overall presentation of paper, punctuation, spelling, grammar, correct title page.</td>
<td>Excellent overall layout and presentation of the paper. Ensuring punctuation, spelling and the title page are accurate and clear.</td>
<td>Good overall layout and presentation of the paper. Ensuring punctuation, spelling and the title page are accurate and clear.</td>
<td>Satisfactory overall layout and presentation of the paper. Ensuring punctuation, spelling and the title page are fairly accurate.</td>
<td>Poor overall layout and presentation of the paper. Inaccurate punctuation, spelling and title page.</td>
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</tbody>
</table>
Handing in all of your assignments is essential, but this does not guarantee a high grade. The final grade is based on quality of content, evidence of learning, order and completeness.

Passing Grades
A passing grade is required in all assignments to pass the course.

The following grading scale is used in this course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>91-94</td>
</tr>
<tr>
<td>B+</td>
<td>87-90</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-80</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D</td>
<td>61-69</td>
</tr>
<tr>
<td>F</td>
<td>0-60</td>
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</tbody>
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FAIL
The Fail grade is given when very limited or no demonstrable competency has been observed.

Deadlines
All assignments are to be uploaded onto Moodle and are due on the designated dates and time. No assignments will be accepted for full credit after the designated deadline unless a student has filed and signed a petition to receive an incomplete. All late work will be penalized 10% per week. Andrews University policy states that an incomplete is not to be recorded when a student has failed to submit required work because of negligence or procrastination. Due date for all requirements will be March 30, 2012.

Note: All writing assignments are to be typed, and submitted electronically via Moodle. Sources should be clearly documented (footnotes or endnotes or textual-notes, and Bibliography). Follow the form outline in AU Standards for Written Work (12th Edition), or Kate Turabian’s A Manual for Term Papers, Theses, and Dissertations (5th Edition).
CRITERIA FOR GRADES

**The B Grade**
We start with the B grade for a very specific reason. It is because a B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is an excellent grade and demonstrates a high level of knowledge, insight, critique competence and professional written presentation standards essential for an individual wishing to pursue a career as a professional pastor.

**The A Grade**
An A grade is only given when a student not only fulfils the criteria stipulated above for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

**The C Grade**
The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and applying feedback from your lecturer, the academic process can provide a perfect opportunity for a student to improve their consistency, and hence, their grade.

**The D Grade**
The D grade exhibits a limited level of knowledge, insight and critique and poor written presentation standards. This may be because of a lack of time management on the part of the student, they may have difficulty grasping the concepts being taught, English may be their second language, or they may be experiencing a personal issue that is affecting their concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling centre, the academic process can provide an opportunity for a student to significantly improve their performance.
CLASS POLICIES

Disability Accommodations
Andrews University accepts and appreciates diversity in its students, including students with disabilities. Accordingly, students are encouraged to inform the University of any Disability and to enter into a dialogue regarding ways in which the university might reasonably accommodate them. Disabilities must be documented by a qualified, licensed professional within the last five years to qualify for accommodations. Early registration of a disability with the Student Success Center will facilitate timely accommodation (Andrews University 2006-2007 Bulletin, p. 16). 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.

Class Attendance
“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. Whenever the number of absences exceeds 10% of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.”

Excused Absence
“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness, which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher.”

Teacher Tardiness
“Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean.”

Academic Integrity
“In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

NOTE: Moodle Turnitin clearly identifies any copied/plagiarized work. All quotations (including those in book reports) need to be appropriated cited.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others’ published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another’s work as one’s own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically allowed by the teacher or
program; stealing, accepting, or studying from stolen quizzes or examination materials; copying from another student during a regular or take-home test or quiz; assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university.

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses”.

**EXTRA CURRICULAR ACTIVITIES**

- You cannot be graded on the type of paper you could have turned in if you had had more time.
- You cannot be graded or given credit in this class on extra-curricular activities you may be involved in.
- It is unreasonable to expect a better grade because you are a nice person or are friends with the lecturer.
- It is unreasonable to demand a good grade because you believe you have been called by God, and thus, should automatically be given good grades despite poor performance.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.

**LANGUAGE AND GRAMMAR**

There is an expectation that a person who holds a Master’s qualification will have advanced written language skills, particularly in the language in which their Masters was taught. Thus, no special consideration will be given to students who speak English as a second language or native-English speakers who struggle with written English. Such students are advised to seek the assistance of the campus writing lab or seek the services of a professional academic editor prior to the submission of their assessment.

Students are encouraged to have someone else read their assessments aloud to them prior to submission. This practice will provide you with immediate feedback as to how your written assessments sounds/reads to another person. You may even want to have a friend or a professional academic editor look over your assessments to identify any typing, spelling or punctuation errors too.

**Emergency Protocol**

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

**ANY CHANGES THAT ARE ANNOUNCED IN CLASS WILL SUPERSEDE THE INFORMATION PRINTED IN THIS COURSE OUTLINE.**
Dr Allan Walshe has a long history of involvement in Youth Ministry, Pastoral Ministry and Leadership from local church to Union level. He holds a Doctorate of Ministry from Fuller Theological Seminary. He is passionate about fostering spiritual growth and leading youth and young adults into a closer personal relationship with Jesus Christ.

Dr Walshe is married to Wendy who enjoys supporting him in his ministry and is also passionate about helping others to discover a closer walk with Jesus.