

## DSRE 534-065

# Ministry to Youth and Young Adults

Fall 2020

*Allan Walshe, DMin*

### SYNOPSIS OF THE COURSE

#### CLASS & CONTACT INFORMATION

**Class location:** Via ZOOM

**Class meeting times:** October 11-15 2020  
**Sunday, 6 p.m. – 9 p.m.**  
Mon. – Thurs. 8 a.m. – 12:30 p.m.; 2: p.m. – 6 p.m.

**Course Website:** learninghub.andrews.edu

**Instructor Telephone:** 269-471-6186

**Office location:** Seminary Building, Discipleship & Religious Education

**Office contact:** walshe@andrews.edu

#### BULLETIN DESCRIPTION OF COURSE

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.

## PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

**The primary objectives of this class are:**

1. The student will understand spiritual growth in the context of transformational youth 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.
2. The student will understand and be able to apply a successful model for ministry to youth and young adults in a local church setting.
3. The student will discuss Biblical responses to identifiable current issues in Adventist youth and young adult ministry.

**Secondary Objectives include:**

4. The student will consider models of ministry to youth and young adults as well as traditional Adventist programming and values transmission.
5. The student will, within a group context, conduct research on a current issue in Adventist youth and young adult ministry.
6. The student will understand the methodological implications of the class process.
7. 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.

The following **Course Learning Outcomes** contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

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. Develops youth ministry for the broader church.
6. Advocates for youth and young adults and for effective ministries for them.

## COURSE OVERVIEW

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

Week	Date	Class Topic	Assignments Due
1	10/11/20	Review course outline, structure groups for Current Issues paper and presentation	Current Issues Project <b>December 9, 2020</b>
2	10/12/20	Class/group participation in learning structures for current issues assignment	Class Notes <b>October 16th, 2020</b>
3	10/13/20	Current YAYAM situation facing the church	Methodology Paper November 23,2020
4	10/14/20	Understanding Youth culture	Journal Book Report December 2, 2020
5	10/15/20	Understanding Youth culture	

## INTENSIVE REQUIREMENTS

**(Journal as described above)**

**I. Perception Checks.**

Are to be given in class.

**Due Dates: Uploaded to Moodle by 10:00pm on the same day that it is assigned.**

**II. Class Notes**

At the end of the class, a copy of the notes you have taken during class must be submitted to Moodle. These notes must be the student's own and not copied from someone else (see below, "Academic Integrity" on page 8 and "Plagiarism" on page 10).

**Due Date: October 16<sup>th</sup>, 2020 (NO EXCEPTIONS)**

**III. 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**.

## **POST-INTENSIVE REQUIREMENTS**

### **IV. Journal Book Report**

Students are to read completely the required text for this class. This is a ***post Intensive*** requirement and the book will be given to you at the time of the class meeting.

So here are the directions on how to go about the journal book report, which you will do ***after the class***. As you read through the book, make a note about ideas that interest or excite you. Upon completion of the book, choose four ideas that you wish to reflect upon. For each idea you are to do the following:

Write 1 page for each idea, single-spaced, about your reflections on this idea from the book. The first half of the page should detail how this idea was or was not implemented when you were a youth/young adult and how its implementation affected or would have affected your life.

The second half of the page should detail how you as a minister plan to use this idea to help youth/young adults to ‘walk with God’.

#### **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
- Use full sentences and paragraphs in your insights and applications

**Due Date: December 2, 2020 (NO EXCEPTIONS)**

### **V. Methodology Paper**

Each student will write a methodology paper, based on the model of ministry developed in class. Minimum 10-pages.

Instructions will be given in class and a grading rubric will be uploaded to Moodle.

**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.**

**Due Date: November 23. 2020 (NO EXCEPTIONS)**

**VI. Current Issues Project**

The student, as a member of a class group, will prepare a paper on an assigned current youth/young adult issue. Specific topics for research will be assigned during class.

This will result in:

- A collaborative group paper, submitted on behalf of the group by the group leader.

**Paper Content**

○ Introduction

§ Explain why this topic is important and how it is relevant to the church today.  
§ it will be important [but don't spend too much time on it] but give us statistics and background

○ Body

Explore and expound on the:

Sociological implications  
Emotional implications  
Psychological implications  
Pastoral (**church**) implications and response

○ Conclusion

§ Bring all implications together succinctly and elaborate how you would use this info in order to empower youth and young adults to be discerning. What's the practical application of your research?

§ Keep in mind the major theme that we are trying to achieve is how we can as pastors help youth and young adults be DISCERNING in these areas as they engage with these issues in their life. We are not wanting to legislate but to help and empower the youth and young adults to live the best life possible by making informed choices.

**Formatting of Group Papers:**

Each paper should include a cover page including:

The topic

The names of all group members

- Use 1" margins
- Make appropriate use of headings and subheadings
- Papers should be double spaced with 11 or 12 point font
- Length guide: 10 pages
- Bullet point lists may be used where appropriate
- References **MUST** be provided:
- Exact APA or Turabian formatting is not required but **sources must be clearly identifiable** including web-links/URLs...etc.

**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. Presentation (use of Technology, logical flow, established conclusions.)       | 20% |

**Due Date: December 9, (NO EXCEPTIONS)**

## ATTENDANCE

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign 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.

### Class Absences

"Whenever the number of absences exceeds 20% (10% for graduate classes) 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.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records." (*Current AU Bulletin.*)

## COURSE MATERIALS

### **Required Course Materials**

**DO NOT ATTEMPT TO PURCHASE THE REQUIRED BOOK. It will be read after the intensive. arrangements**

### **MORE ABOUT THE COURSE**

#### **TIME EXPECTATIONS FOR THE COURSE**

##### **US Credit-Hour Regulations**

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for professional masters' degrees (e.g. MDiv)** include 15 instructor contact hours and 30 hours of independent learning activities.
- **Courses for academic masters' (e.g. MA [Religion]) and all doctoral degrees** include 15 instructor contact hours, and 45 hours of independent learning activities.

**The calculation of hours is based on the study skills of the average well-prepared graduate student.** Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

Professional Masters' Programs		
3 Credits		
Instructor Contact Hours	Face to Face Instructional Time	37 hours
	Other Instructor-Directed Activities	8 hours
Independent Learning Activities	Reading	20 hours
	Journaling	20 hours
	Methodological Paper	25 hours
	Current Issues Project	25 hours
Total Hours:		135 hours

#### **GUIDELINES FOR COURSE ASSIGNMENTS**

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.



Assignment Description	Weighting
1. Journal Book Report	20%
2. Methodological Implications	25%
3. Current Issues	15%
4. Perception Checks	15%
5. Examination/Class Notes	15%
6. Class Participation	10%
<b>Total</b>	<b>100%</b>

\* For grading rubrics that specify grading criteria in more detail, see Appendices.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

### **Submission of Assignments**

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.

**Note:** All writing assignments are to be typed, double-spaced, and submitted electronically via Moodle unless otherwise stated in the syllabus. Sources should be clearly documented (footnotes or endnotes or textual notes, and Bibliography). Follow the form outline in **AU Standards** for Written Work (12<sup>th</sup> Edition, or **Kate Turabian's A Manual for Term Papers, Theses, and Dissertations** (5<sup>th</sup> Edition).

### **Late Submission**

The following penalties will be applied for late submission of assessment items:

Assessments received by due date:	(possible A grade)
Delay up to 60 days:	(no better than an A- grade)
Delay up to 90 days:	(no better than a B+ grade)
Delay up to 120 days:	(no better than a B grade)
Delay up to 150 days:	(no better than a C grade)

## ABOUT YOUR INSTRUCTOR

Dr. Allan Walshe has a long history of involvement in Youth Ministry, Pastoral Ministry and Leadership from local church to Union level. He has been a local church and regional Youth Pastor, Conference Youth Director, Summer Camp Director and Union Youth Director. 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.



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## OTHER COURSE-RELATED POLICIES

### Academic Integrity

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, 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. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
  - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
  - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly 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

- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: [https://www.andrews.edu/academics/academic\\_integrity.html](https://www.andrews.edu/academics/academic_integrity.html)

### **Academic Accommodations**

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 ([disabilities@andrews.edu](mailto:disabilities@andrews.edu) or 269-471-6096) as soon as possible so that accommodations can be arranged.

### **Use of Electronics**

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

### **Communications and Updates**

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

### **LearningHub Access**

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with LearningHub.

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with Learning Hub	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Technical assistance with your Andrews account	<a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a>	

### **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.

**Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at [www.learninghub.andrews.edu](http://www.learninghub.andrews.edu).**

## APPENDIX 1: INTERPRETING LETTER GRADES

### Letter Grades and Percentages

A	=94-100%	B	=83-86%	C	=73-76%
A-	=91-93%	B-	=81-82%	C-	=70-72%
B+	=87-90%	C+	=77-80%	D	=61-69%
				F	= 0-60

### THE B GRADE

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

### THE A GRADE

An A grade is given only when a student not only fulfills the criteria 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 by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

### THE D GRADE

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's 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 center, the academic process can provide an opportunity for a student to significantly improve their performance.

### THE F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed.

## APPENDIX 2: PROGRAM LEARNING OUTCOMES

### MASTERS PROGRAMS

#### 1. Master of Divinity (MDiv)

- 1) (Character) Models spiritual humility, maturity and integrity grounded in a living experience with God in joyful assurance of His salvation, nurtured by the sanctifying presence and power of the Holy Spirit.
- 2) (Scholarship) Manifests the practices of a Biblical scholar-theologian engaging the Bible, Christian/Adventist heritage and professional resources with theological maturity for personal growth and for facilitating the theological competence of others.
- 3) (Discipleship & Evangelism) Demonstrates personal commitment, passion and essential skills for discipleship and evangelism, while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church.
- 4) (Leadership) Exercises creative and visionary leadership as a minister and servant of Christ, discerning the needs, spiritual gifts and potential of others, in order to equip and engage in their God-given ministries.
- 5) (Worship) Facilitates enriching corporate worship that brings diverse peoples into the transforming presence of God.
- 6) (Administration/Management) Engages the abilities of self and others to strategically steward personal and corporate resources including time, health, finances, property and service in areas of spiritual giftedness.
- 7) (Relationships) Models effective relationships with people of diverse cultures, backgrounds, character, and persuasions, reflecting the wisdom, compassion, and discernment of Jesus through the work of the Spirit.

#### 2. MA in Pastoral Ministry (MAPM)

- 1) Deliver effective biblically-based sermons
- 2) Demonstrate proper biblical interpretation skills
- 3) Understand the historical-theological development of the Seventh-day Adventist Church
- 4) Exhibit capability for training church members for evangelism
- 5) Demonstrate an understanding of how to empower church members for leadership
- 6) Exhibit capability for reaching specific social groups