

## ED 505 Ministry for, with, and by Youth

**Dr. Tim Van Meter**

Fall 2015

**Tuesdays 2:00 pm to 3:30 pm**

This course will pose a number of questions for exploration. These questions include: How do churches understand youth, youth cultures and youth ministry? How does the larger culture celebrate and/or annihilate young people? How does the church resist and/or participate in culture structures surrounding young people? What prophetic and liberatory words are spoken from churches to youth? What liberatory and prophetic words are spoken by youth for the church? How do we understand 'Gospel' as good news for youth and for the larger culture?

Each of these questions is too large for one course, yet they must be asked and wrestled with if we are to construct life-affirming responses for young people. The course will open space for participants to begin to develop creative models for ministry with youth. This course will place a range of thought in youth culture, theology, and ministry. The interdisciplinary character requires that all participants fully engage the readings, questions, discussions, and assignments.

### **Catalog Description:**

This course begins the exploration into ministry with, to, by youth in North American contexts. The course assumes a congregational-based youth ministry, but will examine some para-denominational and non-denominational youth ministries. This course is required for Youth Ministry Certification.

### **Course Objectives**

As a result of successfully completing this course students should be able to:

- 1) Analyze challenges facing young people and the church.
- 2) Articulate a mission statement for ministry with/by/for youth
- 3) Analyze contexts and resources available for ministry with/by/for
- 4) Identify characteristics for leaders and construct a plan for leadership training.
- 5) Develop a plan for ministry with/by/for youth in a particular context.

The final project portfolio assesses the above outcomes.

## Required Texts

- Dean, Kenda Creasy. *Practicing Passion: Youth and the Quest for a Passionate Church*. Eerdmanns, 2006.
- Devries, Mark. *Sustainable Youth Ministry: Why Most Youth Ministry Doesn't Last and What Your Church Can Do About It*. IVP Books, 2008.
- Ostreicher, Mark. *Youth Ministry 3.0: A Manifesto of Where We've Been, Where We're Going and Where We Need to Go*. Youth Specialties. 2008.
- Powe, F. Douglas. *New Wine, New Wineskins: How African American Congregations Can Reach New Generations*. Abingdon Press, 2012.
- Rogers, Frank. *Finding God in the Graffiti: Empowering Teenagers Through Stories*. Pilgrim Press, 2011.
- Turpin, Katherine. *Nurturing Different Dreams: Youth Ministry Across Lines of Difference*. Pickwick Press, 2014.
- Yaconelli, Mark. *Contemplative Youth Ministry: Practicing the Presence of Jesus*. Zondervan, 2011.
- White, David F. *Practicing Discernment with Youth: A Transformative Youth Ministry Approach*. Pilgrim Press, 2005.

## Supplemental Texts

- Baker, Dori Grinenko. *Doing Girlfriend Theology: God-Talk with Young Women*. Pilgrim Press, 2005.
- Baker, Dori. *The Barefoot Way: A Faith Guide for Youth, Young Adults, and the People who Walk with Them*. Westminster John Knox, 2012.
- Kirk, Brian. *Missional Youth Ministry: Moving from Gathering Teenagers to Scattering Disciples*. Zondervan, 2011.
- Richter, Don. *Mission Trips that Matter: Embodied Faith for the Sake of the World*. Upper Room Books, 2008.
- Root, Andrew. *Revisiting Relational Youth Ministry: From a Strategy of Influence to a Theology of Incarnation*. IVP Press, 2007.
- Turpin, Katherine. *Branded: Adolescents Converting from Consumer Faith*. Pilgrim Press, 2006.
- White, David, F. *Dreamcare: A Theology of Youth, Spirit, and Vocation*. Cascade Books, 2013.
- Wimberly, Anne Streaty. *Keep it Real: Working with Today's Black Youth*. Abingdon Press, 2005.
- Yaconelli, Mark. *Downtime: Helping Teenagers Pray*. Youth Specialties, 2008.

## Recommended Texts

- Caldwell, Elizabeth Francis. *Leaving Home with Faith: Nurturing the Spiritual Life of Our Youth*. Pilgrim Press, 2002.
- Parker, Evelyn. *Sacred Selves of Adolescent Girls*. Wipf & Stock, 2010.

## Out of Print but Worth Finding

Harris, Maria. *Portrait of a Youth Ministry*. New York: Paulist Press, 1981.  
Martinson, Roland. *Effective Youth Ministry: A Congregational Approach*. Augsburg Press, 1992.  
Warren, Michael. *Youth, Gospel, Liberation*. Dublin: Acta Publications, 2000.  
Previously published in US by Harper & Row, 1987.

### **A note about this hybrid course and student responsibility**

This course will be taught as a small group seminar through the hybrid format. In our face to face meetings, each person must do all the reading for the week and be prepared to lead aspects of the discussion.

In the online sections of the course, each student must commit to checking the Populi course site at least once every 48 hours. I will post each week's work on this site. I will post the next week's work by Wednesday morning after each Tuesday's class. I will refer to various resources that will respond to in class discussions, ministry concerns, or topics of interest to youth workers.

Any creative course requires both a plan and the possibility of changing directions in the midst of our learning together. This seminar requires student engagement with materials, open communication with the instructor and flexibility in regards to the syllabus and online tools.

### **Course Schedule**

Aug 25 - Introduction, overview and the necessity of ambiguity.

Sept 1 - Youth Ministry 3.0  
Read Ostreicher

Sept 8 - Youth Ministry – Questions, Challenges and Enduring Themes  
Read Devries thru Chapter 4

Sept 15\* - Youth Ministry – Systems and Sustainability  
Read Devries Chapter 5 to end

Sept 22 – Passionate Youth  
Read Dean through Chapter 5

Sept 29 – Passionate Church  
Read Dean Chapter 6 to end

Oct 6 – Spiritual Practice in Youth Ministry  
Read Yaconelli through Chapter 5

Oct 13 – Fall Break

Oct 20 – Spiritual Practices cont'd  
Read Yaconelli Chapter 6 to end

Oct 27 – Church across Generations  
Read Powe

Nov 3 – Discernment in Youth Ministry  
Read White through Chapter 3

Review of youth cultural practices, resources and artifacts

Nov 10 – Discernment and context  
Read White to end

Nov 17 – Ministry across Difference  
Read Turpin & Walker

Nov 24 – Thanksgiving Break

Dec 1 – Transgressive Youth Ministry  
Read Rogers

Dec 8\* - Where do you stand?  
(Be Ready to offer a brief review of how you are constructing your portfolio)

- Dr. Van Meter may have jury duty, check for announcement after 8 pm on Monday evening prior to date.

## **Assignments**

### **Discussion and Class Participation**

Discussion will be a central part of this seminar and students are expected to attend each class having completed all of the assigned reading and ready to interact in an informed and helpful manner. (20% of final grade)

### **Resources, Artifacts and Practices of Youth (Due 10/20)**

Gather public data through general conversation with young people and those who know them (parents, siblings, youth pastors, shop owners, websites) to discover what young people are reading, playing, listening to, studying, concerned about, etc. Grading - 5 unique items = C, 6-11 = B 12 or more A – Create entry in Populi discussion for each artifact (15% of final grade)

### **Youth Ministry Resource Review (Due 11/10)**

Read and review supplemental, recommended or other text on youth ministry agreed upon with professor. (15% of final grade)

### **Final Project: Youth Ministry Portfolio - (Due 12/13)**

The intent of this portfolio is for you to demonstrate comprehension of and competence in the themes of this course. You should develop the portfolio as if you were developing a youth ministry for a context (congregation, neighborhood, youth cultural group) with which you are familiar (10-12 pages). (50% of final grade)

- 1) An analysis of the challenges facing young people both within a particular context and also in larger culture
- 2) An overall mission statement for this youth ministry. This should be supported by theological arguments and be in dialogue with your personal experience and philosophy of ministry with youth.
- 3) A description of the particular context for which you are developing a youth ministry. What elements of the models explored in the course will be a part of your youth ministry?
- 4) A description of the leadership approach for this ministry and the necessary characteristics of such leaders. A description of the organization for the ministry team (or teams) should be included.
- 5) A plan for a “typical semester” that would reflect the above commitments for youth ministry.

### **Class Attendance and Participation**

Individuals will have different styles for demonstrating full engagement with the class. Introverts and extroverts can participate without penalty. If you choose to do the required reading and bring your best ideas to the course, you will fully participate. If you have any concerns about this or other requirements, please set up a meeting and we will discuss it.

You are permitted the equivalent of one class session (3 hours) absence during the semester—no questions asked. Additional absences and/or chronic tardiness will result in the lowering of your final grade. Students who take additional absences or who are habitually tardy, are not eligible to receive an A in the course.

During class discussions it is not likely or even desirable that we will agree on all issues. Be civil and respectful in your disagreement—rude and/or disrespectful behavior is not permitted.

Please turn cell phone ringers off during class. Surfing the internet (which includes updating your Facebook status!), twittering, and sending/receiving text messages during class as rude and disrespectful behavior. Because it is unprofessional and unbecoming of graduate students, repeat offenders will be asked to leave the class and may fail the course.

### **Due Dates and Course Extensions**

All assignments are to be completed by the date assigned. A course extension cannot be granted by the faculty but must be requested through the procedures described in the student handbook.

### **Office Hours**

Please contact me by e-mail [tvanmeter@mtso.edu](mailto:tvanmeter@mtso.edu) or by phone to schedule an appointment if you desire a meeting.

### **Academic Integrity**

I expect that each student will familiarize themselves with the academic policies found in the student handbook. Please pay particular attention to and abide by the policy statements on academic honesty. I expect that the ideas of others will be acknowledged and the sources for that work will be acknowledged, including sources accessed through the World Wide Web and other electronic media.

### **Additional Notes**

1. Use of inclusive language is expected both in class and in your writing. For example, do not assume that “man” refers to all of humankind. Inclusive metaphors for God are encouraged strongly; God is more than simply “Father.”
2. Use the Turabian manual for information about citations and research as necessary.

3. If writing is a challenge, please contact the school's writing mentor through the Dean's office.

4. There will be no extensions for work in this course. Please plan ahead.

5. Notes about online etiquette

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles--Capitalizing otherwise is generally viewed as SHOUTING!
- Be professional and careful with your online interaction.
- Cite all quotes, references, and sources.
- Keep posts relatively brief (an elevator speech, not a dissertation).
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is considered extremely rude to forward someone else's messages without their permission. And in personal discussion it is totally unethical to forward, quote, or repeat any of the conversation to anyone else without permission (including frustration with instructor or another student).
- It is fine to use humor, but use it carefully. The absence of face-to-face [F2F] interaction can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism.)
- Feel free to use emoticons to let others know that you are intending humor.
- Offer constructive criticism of ideas, not attacking persons (no *ad hominem* arguments).
- Post in a timely fashion.
- Do your part in group projects.

## GRADING

A range: written and oral work is superior, with attention to detail, clarity and depth of thought, good flow and excellent grammar. Appropriate and mature participation in class is necessary.

B range: written and oral work is good, with solid thinking processes, good grammar/flow and obvious quality of time spent on the assignments. Appropriate and mature participation in class is necessary.

C range: written and oral work is adequate, though there are significant problems with clarity, argument and grammar. Appropriate and mature participation in class is necessary.

F range: written and oral work is not completed as assigned, or the work indicates that the student is not giving attention to or is incapable of completing requirements in this course.

Inappropriate or lack of participation, lack of attention to the professor's comments on written work, cruising on the internet/Facebook during class, or incomplete assignments may also be a factor in a lower grade.