

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	ENGAGING THE NEXT GENERATION YMIN 0697
Date and Time	MAY 17 – 21, 2021 MONDAY TO FRIDAY 9:00 AM – 4:00 PM
Instructor	DAVE OVERHOLT, EdD Telephone/voice mail: (905) 741-3356 Email: doverholt@tyndale.ca Teaching Assistant: David Easton
Class Information	The classes will be livestreamed from Monday to Friday 9:00 AM – 4:00 PM. Students may participate in live-streamed office hours as posted below. Office Hours: By appointment only
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only. Learn how to access and forward emails to your personal account.

I. COURSE DESCRIPTION

The Next Generation (early, middle, late and extended adolescence) is in a time of focused self-definition. They face “big questions” coloured by culture and their development. This course will identify how to bring the gospel to the Next Generation’s questions. Learning styles, teaching strategies, and curriculum offerings are examined in relation to creative communication and teaching with adolescents. Special attention is given to their narratives and storytelling.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Identify the major issues that this generation is facing
2. Distinguish the major cultural drivers that espouse these values
3. Examine how the developmental tasks of early, middle, late adolescents and college-aged young people affect their learning styles
4. Develop a span of content over a four year period
5. Employ skills in communicating to the next generation
6. Apply skills in storytelling

III. COURSE REQUIREMENTS

A. REQUIRED READING

Heath, Chip and Dan Heath. *Made to Stick*. New York: Random House, 2007.

Hiemstra, Rick., Lorianne Dueck and Matthew Blackaby. [*Renegotiating Faith: The Delay in Young Adult Identity Formation and What It Means for the Church in Canada*](#). Toronto: Faith Today Publications, 2018.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi

D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

E. ASSIGNMENTS AND GRADING

1) Message Practicum (25% of grade); Due during the week of class (May 20th and 21st)

Create and deliver a 10 minute message geared to one level of adolescents or college aged students. The student will be evaluated on the class material of communicating to the next generation. **Due during the week of class**

2) “Made to Stick” Application (25% of grade); Due June 30th

Outline the book “Made to stick.” Discuss how each section relates to communication specifically to the next generation. Specific, creative applications to ministry need to be outlined for each section. 10 pages.

3) Renegotiating Faith (25% of grade); Due July 15th

Chose five positive findings in Renegotiating Faith study and write an outline of how you build these values into a youth ministry context. 10 Pages.

4) Next Generation Interaction (25% of grade); Due July 30th

Interact with 3 teenagers and write a paper of their responses. Identify cultural values seen in the teens’ responses that were discussed in class and how this affects how you will engage with this generation in the future. This exercise is for skill development and not for research purposes. No data or names of individuals will be used for research. Correct ethical guidelines for minors will be followed such as meeting in a public space, with parental permission with a full explanation of what it is for and that the conversation will be used in a paper with no use of names. If the interaction is held online or over the phone, there needs to be another adult present (such as the parent of the teenager) to ensure that all correct ethical guidelines are adhered to in the interaction. Please consult the instructor of this course before proceeding with this assignment to ensure that you have approval in the method to which you will be interacting with the teenagers.

Questions: What is it like being a teenager today? Who is someone you look up to? What is it about them you admire? Talk about how you would like your future to look like. What do people my age not understand about people your age? What is the best characteristic about your generation? Your friends likely have a wide range of beliefs. How do you work out the differences? What value does the church have for your generation?

This skill development interaction paper will be 10 pages.

Basis of Course Grade:

Your work will be graded for first, completion of instructions (if you do not do what I ask you will receive a “C” or lower). Secondly, understanding of the topic (If you demonstrate a clear understanding you will receive a “B”). Thirdly, application of theory to practice (If you apply theory to practice you will receive a B+). Fourthly, creativity and freshness of ideas (“A” and “A-” will be reserved for creative solutions).

One letter grade each week will be docked for late papers.

F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Message Practicum	25 %
“Made to Stick” Report	25 %
Renegotiating Faith Report	25 %
Next Generation Interaction	25 %
Total Grade	100 %

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aa@tyndale.ca) before proceeding.

I. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

May 17th Morning: Course Introduction, developmental tasks of early, middle, late and extended adolescents. What questions are young people asking?

May 17th Afternoon: Relationships verses Program mentality, how can we answer the questions this generation is asking?

May 18th Morning: Renegotiating Faith Report. How do we keep our high school students' faith intact through the transition to further education?

May 18th Afternoon: Developing a four year span of teaching. What knowledge, character, and skills would you teach and repeat for each age group?

May 19th Morning: Philosophy of Education/ Ministry. How does our theology/philosophy paint our practice?

May 19th Afternoon: Aims of teaching, student centered learning, need activation, motivation, disequilibrium and the web of learning

May 20th Morning: The flow of speaking (essential questions to ask while building a youth talk), Creative ways of teaching youth, including using media.

May 20th Afternoon: Story-telling principles, dissecting and retelling the Biblical narrative. *Made to Stick* discussion. Message Practicum (marked)

May 21st: Message practicum (marked)

V. SELECTED BIBLIOGRAPHY

[Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).

Barna, George. *Real Teens*. Ventura, CA: Regal, 2001.

Basking, Julia, Newman, Lindsey. *The Notebook Girls*. New York, NY: Warner Books, 2006.

Bibby Reginald and Donald, Posterski. *The Emerging Generation: An Inside Look at Canada's Teenagers*. Toronto, ON: Irwin, 1985.

Bibby, Reginald and Posterski, Donald. *Teen Trends: A Nation in Motion*. Toronto, ON: Stoddard, 1992.

Bibby, Reginald. *Canadian Teens*. Toronto, ON: Stoddard, 2001.

Bibby, Reginald. *The Emerging Millennials*. Lethbridge, AB: Project Canada, 2009.

Clark, Chap. *Hurt 2.0*. Grand Rapids, MI: Baker Academic, 2012.

Clark, Jerusha. *Inside a Cutter's Mind*. Colorado Springs, CO: Think, 2007.

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

Devries, Mark. *Family Based Youth Ministry*. Downers Grove, IL: Inter Varsity Press, 2004.

Elkind, David. *All Grown Up and No Place to Go*. Reading, MA: Addison-Wesley Publishing, 1971.

Erikson, Erik. *Identity Youth and Crisis*. New York NY: Norton and Company, 1968.

Erikson, Erik. *Identity and the Life Cycle*, New York, NY: Norton and Company, 1980.

Fields, Doug. *Purpose Driven Youth Ministry*. Grand Rapids, MI: Zondervan, 2013.

Gerali, Steve. *Teenage Guys*. Grand Rapids, MI: Zondervan, 2006.

Hersch Patricia. *A Tribe Apart*. New York, NY: Ballantine Books, 1998.

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Howe, Neil and Strauss, Bill. *Millennials Rising*. New York, NY: Vintage, 2000.

Jones, Tony. *Postmodern Youth Ministry*. Grand Rapids, MI: Youth Specialties, Zondervan, 2001.

McLaren, Brian. *The Church on the Other Side*. Grand Rapids, MI: Zondervan, 2000.

Muuss, Rolf. *Theories of Adolescence 6th ed*. New York, NY: Radom House, 1996.

Overholt, L. David, Penner, James, *Soul Searching the Millennial Generation*. Toronto, ON: Novalis, 2005.

Overholt, Dave, *Reasons to Believe*. Hamilton, ON: Church on the Rock, 2001.

Parrott, Les. *Helping the Struggling Adolescent*. Grand Rapids, MI: Zondervan, Harper Collins 2014.

Ponton, Lynn. *The Romance of Risk*. New York, NY: Basic Books, 1997.

Richards, Larry. *Youth Ministry*. Grand Rapids MI: Zondervan Publishing, 1985.

Robins, Duffy. *The Ministry of Nurture*. Grand Rapids, MI: Youth Specialties, Zondervan, 1990.

Robins, Duffy. *Youth Ministry Nuts and Bolts (revised and undated)*, Grand Rapids, MI: Zondervan, 2010.

Smith, Christian, Snell, Patricia. *Souls in Transition*. New York, NY: Oxford University Press, 2009.

Smith, Timothy, *The Seven Cires of Today's Teens*. Nashville, TN: Integrity, 2003.

Stanley, Andy. *The Seven Checkpoints*. Westmore, LA: Howard Publishing, 2001.

Stormmen, Merton, Jones, Karen E., Rahn, Dave. *Youth Ministry that Transforms*. Grand Rapids MI: Zondervan, 2001.