



TYNDALE

• SEMINARY •

Course Syllabus

**WINTER 2018
FOUNDATIONS OF MINISTRY WITH YOUTH
YMIN 0592 01**

WEDNESDAY, 8:15 – 11:05 AM

INSTRUCTOR: REV. DR. DAVE OVERHOLT

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Office Hours: Wednesday afternoons

To access your course material, please go to <http://classes.tyndale.ca>. Course emails will be sent to your @MyTyndale.ca e-mail account. For information how to access and forward emails to your personal account, see <http://www.tyndale.ca/it/live-at-edu>.

I. COURSE DESCRIPTION

In the context of an ever-changing culture, youth workers must be ready to assess and develop ways of reaching and discipling today's adolescent. This course is designed to present a theological, sociological, and philosophical foundation for youth ministry. One third of the course is focused on understanding adolescents, one third on building youth programs, and the last third on skills needed in youth ministry. Designed for both a foundation for professional youth workers, for lead pastors in small churches, and those counseling adolescents.

Students will develop the tools necessary to develop programs to meet the needs of contemporary adolescents. An overview of concepts in traditional youth ministry, history of adolescences and youth ministry, current research in adolescent development, family and contemporary youth ministry models are presented.

II. LEARNING OUTCOMES

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

1. Discuss the inner world of adolescents as subjects in transition: searching for identity, expanding in thinking and questions in faith.
2. Explain the unique culture of the Canadian teens' outer world.
3. Evaluate specific teenage ministry models from around the world.
4. Describe basic group ministry skills in the areas of youth including outreach, spiritual growth, and leadership training.
5. Identify basic personal ministry skills in the area of youth communications, counseling, community building and volunteer empowerment.

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS

Robins, Duffy. *Youth Ministry Nuts and Bolts*. Rev. ed. Grand Rapids, MI: Zondervan, 2010.

Overholt, David L., and James Penner. *Soul Searching the Millennial Generation: Strategies for Youth Workers*. Toronto, ON: Novalis, 2005.

B. ASSIGNMENTS AND GRADING

Test over Soul Searching Book [30%], due Feb. 28th

This test is not an evaluation of the content, but a test of the retention and understanding of the unique cultural facts of the Canadian teenager.

Interaction paper: 2 pages in length [10%], due March 14th

a) Create a model of ministry. P/F.

This paper will complete the evaluation of teenage ministry models.

Book report: Youth Ministry Nuts and Bolts [30%], due March 21st

Chose five chapters of Duffy Robin's book and write two pages for each chapter. In each of the five chapters, shortly summarize the main points, list what questions you still have in this area, and specifically, creatively, apply this point to your ministry.

Research paper over a specialized topic fifteen to twenty pages. Must have at least five research articles used in bibliography research. [30%], due April 13th

This assignment allows the student to explore a personal ministry skill or a group ministry skill in a deeper fashion.

C. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

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).

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 [10.46 to 10.51](#) and [14.253 to 14.254](#).

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 College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students should 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. The Academic Calendar is posted at <http://tyndale.ca/registrar/calendar>.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Interaction Paper	10 %
Test	30 %
Book Report	30 %
Research Paper	30 %
Total Grade	100 %

E. 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 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

	1. Canadian Adolescents
Jan. 10	Guest Speaker
Jan. 17	Course orientation: Origins of adolescence, Issues in Youth Ministry and the Church: Survey of Erik Erikson, James Marcia, Susan Harder
Jan. 24	Adolescent development: Hemorrhaging Faith
Jan. 31	Adolescent Culture: Soul Searching
	2. Group Ministry with Adolescents
Feb. 7	Guest Speaker
Feb. 14	Models of Ministry – basis for second interaction paper
Feb. 21	No class – Reading Week
Feb. 28	[Soul Searching Test] Creative Programming: whys and how of programming
March 7	Spiritual growth in group settings, Small group community Mentoring – Evangelism
March 14	Leadership training with adolescents Adult or Student leadership [Interaction paper due]
	3. Personal Ministry Skills with the Adolescent
March 21	Communication with Adolescents Contacting and Storytelling – lesson plans – leading discussions [book report due]
March 28	Counseling teenagers; Retreats; Spiritual Life of YP – spiritual disciplines Volunteers – value, recruit, keep, problems – situational leadership Worship – Why we do what we do (Bobb Beihl)
April 4	Getting a job, (article) Keeping Vision Alive, Personal Leadership Change Agents in an organization, church politics

V. SELECTED BIBLIOGRAPHY

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.

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

Devries, Mark. *Family Based Youth Ministry*. Downers Grove, IL: Inter Varsity Press, 1994.

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.

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Glen, Stephen. "General Session" taped in Chicago, IL. At the *National Youth Worker's Convention*. ElCajon CA: Youth Specialties, 1988.

Fields, Doug. *Purpose Driven Youth Ministry*. Grand Rapids, MI: Zondervan, 1998.

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

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

Howe, Neil, and Bill Strauss. *13th Gen: Abort, Retry, Ignore, Fail?* New York, NY: Vintage, 1993.

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Kroger, Jane. *Identity in Adolescence: The Balance Between Self and Other*. New York, NY: Routledge, 1988.

Kroger, Jane, ed. *Discussions on Ego Identity*. Hillsdale, NJ: Lawrence Erlbaum Associates, 1993.

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

Nappa, Mike. *Get Real: Making Core Christian Beliefs Relevant to Teenagers*. Loveland, CO: Group, 1996.

Overholt, L. David, and James Penner. *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 1993.

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

Rice, Wayne. *New Directions in Youth Ministry*. Loveland, CO: Group, 1998.

Richards, Larry. *A Theology of Christian Education*. Grand Rapids, MI: Zondervan, 1975.

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

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RussKoff, Douglas. *Playing the Future: How Kid's Culture Can Teach Us to Thrive in an Age of Chaos*. New York, NY: Harper Collins Publishers, 1996.

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

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

Stormmen, Merton, Karen E. Jones, and Dave Rahn. *Youth Ministry that Transforms*. Grand Rapids, MI: Zondervan, 200