

Meeting days: Tuesday	Instructor: Dr. Mindy Coates Smith, Adjunct Professor
Meeting times: 4:30-7:00 p.m.	Phone: 310.497.4202
Meeting location: Wesleyan Ctr Seminar	E-mail: mcoatess@pointloma.edu
Additional Info: Students will attend the National Youth Workers Conference in Tampa, FL from Nov. 21-24	Office hours: By Appointment

PLNU Mission
To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

How do we lead so that children and youth will follow Christ? How are the gifts of the young employed in mission? How does the church equip families to support faith? This course will examine recent sociological studies of emergent adulthood and look at ministry practices designed to sustain the long term witness of the church through intergenerational ministries. Offered alternate years.

COURSE LEARNING OUTCOMES

1. Integrate a theological definition of family and the church as a “family of families” to define “family ministry”
2. Describe the differences between family and church life in the past and in contemporary society in a given context
3. Examine factors that influence self-proclaimed “Christians” to either withdraw from regular church attendance or to remain deeply involved and invested
4. Create a program and/or strategy that promotes theologically and contextually sound ministry to youth and families so as to strengthen the local household of God in the service of corporate missional living

COURSE SCHEDULE & ASSIGNMENTS

DATE	CLASS CONTENT	READING	ASSIGNMENT
Sept. 10	Course Introduction; The State of the Contemporary Family	<i>Sticky Faith</i> chapters 1-4 (pp. 11-96)	
Sept. 17	The State of the Contemporary Church	<i>Sticky Faith</i> chapters 5-9 (pp. 97-198)	
Sept. 24	Relational Connectedness	<i>Intergenerational</i> chapters 1-8 (pp. 29-120)	Reading Reflection: <i>Sticky Faith</i>
Oct. 1	Theology of Youth & Family Ministry, Part 1	<i>Intergenerational</i> chapters 9-20 (pp. 121-272)	
Oct. 8	Theology of Youth & Family Ministry, Part 2	<i>Many Colors</i> chapters 1-6 (pp. 19-126)	Reading Reflection: <i>Intergenerational Christian Formation</i>
Oct. 15	Diversity & Racism	<i>Many Colors</i> chapters 7-10 (pp. 129-193)	
Oct. 22	Praxis of Youth & Family Ministry, Part 1	<i>Family Ministry</i> chapters 1-3 (pp. 23-88)	Reading Reflection: <i>Many Colors</i>
Oct. 29	Praxis of Youth & Family Ministry, Part 2	<i>Family Ministry</i> chapters 5 & 7 (pp. 113-144; 184-239)	
Nov. 5	The Use of Power	<i>Family Ministry</i> chapters 8-9 (pp. 240-334)	Reading Reflection: <i>Family Ministry</i>
Nov. 12	Content Exam; Prep for NYWC		Content Exam
Nov. 19	NO CLASS		
Nov. 21-24	National Youth Workers Convention		
Nov. 26	NO CLASS		
Dec. 3	NYWC Presentations		NYWC Presentation
Dec. 10	Challenges and Opportunities in Youth & Family Ministry		
Dec. 17	NO FINAL EXAM		
Dec. 20	Final Project Due		Final Project Due

REQUIRED TEXTS

1. Catterton Allen, Holly & Christine Lawton Ross. *Intergenerational Christian Formation: Bringing the Whole Church Together in Ministry, Community and Worship*. InterVarsity Press, 2012.
2. Garland, Diana. *Family Ministry: A Comprehensive Guide*. 2nd ed. InterVarsity Press, 2012.
3. Powell, Kara and Brad Griffin. *Sticky Faith: Youth Worker's Edition*. Zondervan, 2011.
4. Rah, Soong-Chan. *Many Colors: Cultural Intelligence for a Changing Church*. Moody, 2010.

RECOMMENDED READING

Clark, Chap, ed. *Adoptive Youth Ministry: Integrating Emerging Generations into the Family of Faith*. Baker Academic, 2016.

Cleveland, Christena. *Disunity in Christ: Uncovering the Hidden Forces that Keep us Apart*. IVP, 2013.

Elkind, David. *The Hurried Child*. Twenty-fifth Anniversary Edition. Da Capo Press, 2007.

Evans, Rachel Held. *Searching for Sunday: Loving, Leaving, and Finding the Church*. Thomas Nelson, 2015.

Marquardt, E. *Between Two Worlds: The Inner Lives of Children of Divorce*. Crown Publishers, 2005.

Siegel, Daniel J. *Brainstorm: The Power and Purpose of the Teenage Brain*. Penguin Random House, 2015.

ASSESSMENT AND GRADING

1. **Attendance/Participation** (20 points / 20% of grade).

It is expected that you will attend class weekly and attend workshops and seminars at NYWC. Since the class meets weekly it is imperative that you attend. More than 2 absences will result in a 50% grade reduction, and 3 or more will result in de-enrollment or failing the course. Medical absences must be excused by a medical professional.

One point given for each class (12 classes total) and 1 point given for every workshop or seminar attended at NYWC (8 expected; more than 8 will receive an extra credit point for each attended).

2. **Reading Reflection Papers** (5 points each / 20% of grade)

Each of the four required books will have a reading reflection paper (refer to the Course Calendar for due dates). Please reflect on one or more of the following in 2-3 pages (about 500-750 words):

- A personal response or experience you have had as it relates to the main themes in the book
- A summary of the main points of the book in which you interact with the material, giving your thoughts on what you agree with, found interesting or what you disagree with and why
- The theological implications for youth and family ministry in the church given the main points the author communicated

Grading Rubric:

- Astute and robust reflections that demonstrate the student has read, understood and appropriately interacted with the material will receive 5 points.
- Reflections that demonstrate the student has read and understood the material will receive 3-4 points, depending on the appropriate amount of interaction displayed.
- Reflections that demonstrate the student has not read or understood the material will receive 1-2 points.
- Late submissions will lose 1 point per day that the submission is late.

3. **Content Exam** (20% of grade)

Content Exam on class activities and readings will take place on November 12, 2019. This will be a closed book, timed exam. A study guide will be provided.

4. **NYWC Presentation** (10 points / 10% of grade)

Each student will prepare a 15-20 minute presentation to take place in class on December 3, 2019. The presentation will consist of an overview of the student's experience at NYWC, including noteworthy workshops, as well as an assessment of how the conference philosophy corresponded with the theological concepts covered in the course.

5. **Final Project** (30 points / 30% of grade)

Design a "youth and family ministry" program and/or strategy based on the philosophy and theology of ministry presented in the class activities and required readings.

Grading rubric and structure for final project:

Section 1: Theology of Youth and Family Ministry (15 points)

This is essentially the philosophy that will guide your planning, strategy and thinking no matter what your context. Make sure you include the breadth of the course content, including:

- Something from each book read (and cite accordingly the book and page number[s] accessed for the concepts you're citing – example, Garland, *Family Ministry*, 35-47).
- Scripture that grounds and boundaries your understanding of the call of youth and family ministry as defined in class.

Section 2: Description of Context (5 points)

Choose a church setting, or create a fictitious one, and describe pertinent details of the context, including:

- Demographics of town/city and demographics of church (ages, socioeconomics, racial, etc)
- Values of the church (a mission statement, or values based on observations)
- Staffing and programmatic structures
- Overall culture of the church

Section 3: Youth and Family Ministry Strategy (10 points)

Given your Theology of Youth and Family Ministry (section 1) and the current context (section 2), develop a ministry strategy to implement your theological perspective into a church setting. This might include:

- Description of ministry goals
- Programs and structures that support ministry goals
- Schedule of topics for discipleship
- Church calendar
- A plan for incremental change
- Leadership recruitment and training
- Anything else that helps develop your ministry goals

Requirements:

- 10-15 pages
- Inclusion of appropriately cited footnotes and a bibliography
- 1-inch margins, double spaced

COURSE EXPECTATIONS

ASSIGNMENTS & GRADING

There are a variety of assignments due throughout the semester. You are expected to turn in the assignments electronically (Canvas) before the class period that it is due. You will be notified ahead of time if the assignment is due in another format (i.e., in class in hard copy). All assignments will be graded on quality and depth of work, as well as adherence to assignment. Please note the following expectations on written assignments:

- Double-spaced
- 1 inch margins on all sides
- 12-point Times New Roman font
- APA Citations (<http://owl.english.purdue.edu/owl/section/2/10/>)

Students are encouraged to use the Tutorial Center as a resource. It is recommended that you schedule appointments in advance. Webpage:

<http://www.pointloma.edu/experience/offices/student-services/tutorial-services>.

Grading Scale:

A = 93-100 A- = 90-92 B+ = 87-89 B = 83-86 B- = 80-82 C+ = 77-79 C = 73-76

C- = 70-72 D+ = 67-69 D = 63-66 D- = 60-62

CANVAS

We will be using Canvas in a variety of ways in this course. This will be the primary way in which you will turn in assignments and receive feedback and grades on your assignments. There are a number of other applications that we may use as a class or you may choose to aid in your learning (such as discussion boards, chat, etc.).

RESPECT FOR DIVERSITY

The diversity of backgrounds, thoughts, beliefs that students bring to this class should be viewed as a resource, strength, and benefit, and should be respected. In order to learn, we must be open to the views of people different from ourselves. In this time we share together, please honor and respect the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from each other.

RELIGIOUS OBSERVANCES

If a deadline or class session creates conflict with your religious observances, please let an instructor know as soon as possible so appropriate accommodations can be made.

TREATING EACH OTHER WITH RESPECT AND DIGNITY

Throughout the semester we will be working very closely together and may be discussing sensitive subjects. It is expected that each member of the class treat the other members with dignity and respect. Individuals' opinions should be respected and valued, even if they are not in line with your own opinions.

CHALLENGING YOURSELF AND TAKING RISKS

You have the ability to control how much you will take out of this course. The more you give to the class and open yourself up, the more you will gain in return and grow as an individual and a leader. Many parts of this course (practical theology, leadership, youth culture) are something that you will be able to take with you into many aspects of your life and society as a whole. Please try to give this course your all, ask good questions, be willing to share and learn from others, and try to apply some of what you are learning to your life outside of the classroom.

POLICIES

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic

adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the Undergraduate Academic Catalog.

INCLUSIVE LANGUAGE

The School of Theology and Christian Ministry is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, the school urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussion, and in their writings. Thus, terms like "man" or "mankind" or the pronoun "he," should not be used to refer to all humans. Instead "people," "humanity," "humans," and "he or she" better acknowledge women as full persons.
