



Fall 2018

Meeting days: Wed	Instructor title and name: Derek Taylor, M.Div.
Meeting times: 12:30-3pm	Phone: 619.663.5248
Meeting location: Wesleyan Center	E-mail: derektaylor@pointloma.edu
Final Exam: 12/12/18 (1:30pm)	Appointments: by email only or phone

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

This course introduces students to foundational elements for the practice of youth ministry. Students will engage contemporary research facing youth ministry and explore leadership theories as they pertain to the work involved. Students will also construct a theology of youth ministry and apply it to a specific youth setting. Additionally, students will develop a personal development plan concerning their emerging identity as a youth minister. Additional attention will be given to self-inquiry in the interest of developing and applying personal leadership style. Topics covered include: practical theology, youth culture, leadership theory, team building, and youth ministry management. Through the understanding of these topics, students will heighten their awareness and articulation of their personal philosophy of ministry and leadership as it applies to youth ministry.

COURSE LEARNING OUTCOMES

1. You will construct and articulate a practical theology of youth ministry in the context of a team.
2. You will describe contemporary research insights involving the teenage brain and interpret its application to youth ministry.

3. You will develop and engage a personal development plan around your emerging identity as a youth minister.
4. You will demonstrate your ability to coach teenagers given your understanding of their developmental place, coaching voices, and your knowledge of recent insights into neuroscience.
5. You will assess and evaluate one's own ability to apply theology and philosophy of leadership to a specific ministry setting.

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

REQUIRED TEXTS

1. Heifetz, R., & Linsky, M. (2017). *Leadership on the Line, With a New Preface: Staying Alive Through the Dangers of Change*. Harvard Business Press.
2. Jensen, Frances E.; Nutt, Amy Ellis (2015). *The Teenage Brain: A Neuroscientist's Survival Guide to Raising Adolescents and Young Adults*. HarperCollins. Kindle Edition.
3. Lencioni, P. (2005). *Overcoming the five dysfunctions of a team: A field guide for leaders, managers, and facilitators*. John Wiley & Sons.
4. Silsbee, D. (2010). *The mindful coach: Seven roles for facilitating leader development*. John Wiley & Sons.

Course Expectations

Participation: Attendance is required and expected for this discussion-based course. Your attendance will contribute to both your learning and the learning of the other students in the class. Students are allotted no more than 1 unexcused absence and 2 excused absences without penalty to the overall course grade (not just attendance/ participation grade). Students are responsible for the materials and assignments on days missed; this work should be turned in by the start of class period the day the assignment is due. Please speak to the instructor(s) with unforeseen circumstances. Like attending class, arrival to class on time is expected. Arriving to class tardy (or leaving early) for three class periods will count as an unexcused absence. ***Note: Travel to and participation in National Youth Worker Convention is a requirement for this course (travel and hotel and food covered by course fee).***

Readings: Various readings from required texts and supplemental readings are assigned for this course. It is expected that you read the assigned chapters, articles, or books by the Monday before the start of class period on Wednesday. Journal Entries are due at 11:59pm, Monday evening before each Wednesday class. More direction is given below.

Assignments: There are a variety of assignments due throughout the semester. You are expected to turn in the assignments electronically (Canvas) by the noted due date and time. 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, adherence to assignment, and grammar/spelling. Please proofread each assignment prior to submission and ensure the following guidelines are followed.

- 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>.

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 several other applications that we may use as a class or you may choose to aid in your learning.

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. 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 Dignity and Respect: 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 can 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 will inform other areas of your life, beyond the scope of youth ministry. 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.

Academic Dishonesty/Ethical Behavior: Please refer to the **PLNU ACADEMIC HONESTY POLICY** at the end of the syllabus

Graded Components

Please note: Additional class assignments and information may be provided in class.

1. Attendance, Participation – Because this course is discussion-based and very interactive, attendance is required and expected. Your attendance will contribute to both your learning and the learning of the other students in the class. Participation includes in-class exercises, participation in class activities and discussions, overall demonstrated engagement, and showing respect for your peers, the instructor(s), and the classroom environment.
2. Reading Journal Entries – Various readings from required texts and supplemental readings are assigned for this course. It is expected that you read the assigned chapters, articles, or books by the start of class period. Journal Entries are due at 11:59pm, Monday evening before each Wednesday class. See Below.

For **each reading** students will write a journal entry on Canvas with the following information on it: (Each entry should be at least 300 words.)

1. Name of Reading and Author
2. Main Points (2-3)
3. Critique/Limitations/Questions of the Assigned Reading
4. One Application of the Material to Youth Ministry/Your Life

3. Coaching Experience & Log – Each student will conduct three “coaching” sessions with an adolescent in which the CMI 340 student applies the use of the “voices” as described in *The Mindful Coach* (Silsbee, 2004) are to be applied. A log is to be submitted for each of the three experiences in which the following issues are addressed. See below.

For **each coaching meeting** students will write a log entry on Canvas with the following information on it: (Each entry should be at least 300 words.)

1. Themes
2. Goal(s)
3. Concerns (if any)
4. Reflections on use of *Coaching Voices*

4. Theology of Youth Ministry (Group) – You will complete a Collective Theology of Youth Ministry as it applies to a specific church (To Be Assigned). This church will also be the church that is the focus of the group project. The group together will decide on the content of the paper, the theological commitments emphasized, and divide the work accordingly. A balance between describing and applying should be achieved. One group paper will be submitted. Please refer to standards for paper submissions above. More direction will be given in class.
5. Personal Development Plans/Papers - Students are invited to use a “self-as-instrument” approach through which they explore their own development on key competencies and their own chosen areas of attention to enhance their emergence as a youth minister. They are expected to document periodically their development in a brief reflective/planning paper, which should include three sections: (1) reflection on what is emerging in the student’s identity as a youth minister; (2) observations and reflection on progress, insights, resistance and questions emerging from own youth ministry practice; (3) areas of attention, intention, objectives for the following classes, and for continual development after the end of the course. Reflections should include self-

observation, feedback from others, and insights from class, conferences and self-learning. Papers should be 3-4 pages, no title page.

6. *The Teenage Brain* Presentation – Each student will select a few sections from this book to present to the class. The use of a presentation program is required (PPT, Google Slides, Piktochart, etc.) as part of the scope of this project is to equip you with a tool for future use.
7. Discovery Action Research Project – Students will have the opportunity to identify one piece of literature not assigned above that resonates with their personal Philosophy of Youth Leadership. Students will be responsible for exploring this content in relation to an action research project. Action research projects will embody the students’ specified area of focus while engaging adolescents in participation. Students will lead a group of at least 5 youth members in a youth ministry event of some type (i.e. bible study, small group, field trip, outreach event, fundraiser) while under the guidance of a representative of that organization. Students will submit an Action Research Proposal and that will be a portion of their grade. The instructor will approve all literature and project locations and projects will be shared virtually (e.g., YouTube or Vimeo), using creative methods of engagement. Because of the nature of this assignment, participation in a youth ministry is necessary. Videos should be 5-7 min. A rubric is available on Canvas.

Deliverables of this Project Include:

- a. Action Research Proposal Form (separate Canvas submission)
- b. Video Submission (use rubric)

8. Final Mastery Exam – This exam will be an in-class short answer examination covering concepts from the class, reading projects, and critique. We will discuss this further.

Extra Credit – Extra credit opportunities are available to students through the various lectures and/or symposiums provided at PLNU. A two-page reflection (not a summary or report) on what you learned at the workshop and how it relates to youth ministry (especially in light of the concepts explored in class) can earn you up to 2% of the class credit. Additionally, at any time a student may elect to give an 8-10 minute devotional/sermonette for up to 5% extra credit. Prior approval required in all cases.

<u>Assignment distribution by percentage:</u>		<u>Grade scale:</u>	
• Attendance/Participation	10%	A=93-100	C=73-76
• Reading Journals/Coaching logs	15%	A-=92-90	C-=70-72
• Theology of Youth Ministry	10%	B+=87-89	D+=67-69
• <i>Teenage Brain</i> Presentation	10%	B=83-86	D=63-66
• Personal Development Plan Papers	15%	B-=80-82	D-=60-62
• Action Research Proposal/Project	20%	C+=77-79	F=0-59
• Final Exam	20%		

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

NOTE: The following policies are to be used without changes:

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

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

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.

COURSE SCHEDULE AND ASSIGNMENTS

Week #	Date	Topic	Reading	Assignment Due	Other Notes/Events
1	8/28	Course Introduction/Mechanics <ul style="list-style-type: none"> • Presentation sign-ups • Learning Edge/Personal Development • Self/Group Awareness • Theological Commitments 			
2	9/5	Youth Minister and Self-Leadership	<ul style="list-style-type: none"> • Bloom and Barna Research • Heifetz, Linsky (Intro and Part I, all chapters) 	<ul style="list-style-type: none"> • Short answer (300 words) reading journal entry due at 11:59pm the Monday before via Canvas (Reading Journal 1) 	
3	9/12	Youth Minister and Self-Leadership	<ul style="list-style-type: none"> • Heifetz, Linsky (Part II, all chapters) 	<ul style="list-style-type: none"> • Short answer (300 words) reading journal entry due at 11:59pm the Monday before via Canvas (Reading Journal 2) 	
4	9/19	Youth Minister and Self-Leadership	<ul style="list-style-type: none"> • Heifetz, Linsky (Part III, all chapters) 	<ul style="list-style-type: none"> • Short answer (300 words) reading journal entry due at 11:59pm the Monday before via Canvas (Reading Journal 3) • Theology of Youth Ministry Due • (3 Coaching Experiences Scheduled by now) 	
5	9/26	Youth Minister and Self-Leadership	<ul style="list-style-type: none"> • Silsbee (Intro to Chapter 3) 	<ul style="list-style-type: none"> • Short answer (300 words) reading journal entry due at 11:59pm the Monday before via Canvas (Reading Journal 4) • PDP #1 Due 	
6	10/3	Youth Ministry and Adolescent Leadership	<ul style="list-style-type: none"> • Silsbee (Chapters 4 to 4 to 10) 	<ul style="list-style-type: none"> • Short answer (300 words) reading journal entry due at 11:59pm the Monday before via Canvas (Reading Journal 5) 	
7	10/10	Youth Ministry and Adolescent Leadership	<ul style="list-style-type: none"> • Jensen and Nutt (Intro to Chapter 4) 	<ul style="list-style-type: none"> • Short answer (300 words) reading journal entry due at 11:59pm the Monday before via Canvas (Reading Journal 6) • Action Research Project Proposal Form Due in class. Bring copies for class. Submission to Canvas later after corrections made. 	

8	10/17	Youth Ministry and Adolescent Leadership	<ul style="list-style-type: none"> Jensen and Nutt (Chapters 5 to 9) 	<ul style="list-style-type: none"> Short answer (300 words) reading journal entry due at 11:59pm the Monday before via Canvas (Reading Journal 7) 	Teenage Brain Presentations
9	10/24	Youth Ministry and Adolescent Leadership	<ul style="list-style-type: none"> Jensen and Nutt (Chapters 10 to 14) 	<ul style="list-style-type: none"> Short answer (300 words) reading journal entry due at 11:59pm the Monday before via Canvas (Reading Journal 8) 	Teenage Brain Presentations
10	10/31	Youth Ministry and Adolescent Leadership	<ul style="list-style-type: none"> Jensen and Nutt (Chapters 15 to end) 	<ul style="list-style-type: none"> Short answer (300 words) reading journal entry due at 11:59pm the Monday before via Canvas (Reading Journal 9) 	Teenage Brain Presentations
11	11/7	Youth Ministry and Church/Culture Leadership	<ul style="list-style-type: none"> Lencioni (Through Part 2) 	<ul style="list-style-type: none"> Short answer (300 words) reading journal entry due at 11:59pm the Monday before via Canvas (Reading Journal 10) 3 Coaching Logs Due 	
12	11/14	NO CLASS TRAVEL TO NYWC		<ul style="list-style-type: none"> PDP #2 Due 	
13	11/21	NO CLASS			
14	11/28	Youth Ministry and Church/Culture Leadership	<ul style="list-style-type: none"> Lencioni (Rest of Book) 	<ul style="list-style-type: none"> Short answer (300 words) journal entry due at 11:59pm the Monday before via Canvas (Reading Journal 11) 	
15	12/5	Youth Ministry and Church/Culture Leadership	<ul style="list-style-type: none"> SCARF Reading Parallel process Reading 	<ul style="list-style-type: none"> Short answer (300 words) journal entry due at 11:59pm the Monday before via Canvas (Reading Journal 12) Action Research Video Due Monday Dec. 10 	
16	12/12	FINAL EXAM		<ul style="list-style-type: none"> PDP #3 Due Dec. 17 	

- Note: Plans including readings and assignments may change throughout the semester.*