

Unit Outline



QTC



DM310/510 Foundations for Youth Ministry

QUEENSLAND THEOLOGICAL COLLEGE

About this Unit Outline

This unit outline contains information essential to finding your way around the unit **Foundations for Youth Ministry**. It provides a structure for your learning, giving details of lecture topics, assessment requirements, and key resources.

UNIT OUTLINE **SEMESTER 1 2016**

Important notice

While every care has been taken to ensure accuracy in the information given below, **it is the personal responsibility of each student to check the current ACT Undergraduate or Postgraduate Handbook**, copies of which may be found in the Library or online at www.actheology.edu.au

It is very important that students plan their time carefully to ensure that reading and especially assignments receive adequate attention and so as to prevent a bottleneck of work at the end of the semester.

It is very important that all quoted material in assignments be properly footnoted and acknowledged. The attention of students is drawn to the section in the current ACT Undergraduate or Postgraduate Handbook, headed "**Academic Misconduct**". Failure to comply with the standards required will incur penalties as outlined in the ACT Undergraduate or Postgraduate Handbook.

The attention of students is also drawn to the section in the current ACT Undergraduate or Postgraduate Handbook, headed "**Guidelines for Essays.**" (see also the QTC Student Handbook) All essays should comply with these standards.

Information about this unit

Unit description

The unit, Foundations for Youth Ministry, commences with an overview of the bible's teaching on young people. It then assists you to develop a theology of youth ministry by examining the place of Biblical authority, different philosophies of ministry, and an historical overview of Christian youth ministry in Australia. It will also consider strategic models of youth ministry; including motivation; goals; content; and methodologies.

The unit will familiarise you with aspects of youth culture in secular western society, with particular focus on Australia; reviewing the beliefs and values of significant youth subcultures, and their various contexts.

Learning objectives

After successfully completing this unit, you will have a sound basis to begin forming your theology of young people and youth ministry; a clear foundational knowledge of some models of youth ministry; and a practical understanding of youth culture in a secular society.

DM310 Learning Outcomes

Know and understand

1. Leading biblical, theological, historical and strategic foundations of youth ministry
2. Leading aspects of contemporary youth
3. Nature, shape and forms of youth ministry
4. Leading issues in youth ministry

Be able to

1. Explain the leading biblical, theological, historical and strategic foundations of youth ministry
2. Discuss the leading aspects of contemporary youth
3. Analyse the nature, shape and forms of youth ministry
4. Engage in 'ministry with youth' fieldwork

Be in a position to

1. Integrate perspectives from 'Foundations of/for Youth Ministry' with their other theological and ministry studies
2. Apply perspectives and skills from 'Youth Ministry' to personal formation and ministry practice

DM510 Learning Outcomes

Know and understand

1. Leading biblical, theological, historical and strategic foundations of youth ministry
2. Leading aspects of contemporary youth
3. Nature, shape and forms of youth ministry
4. Leading issues in youth ministry
5. Selected approaches to youth ministry

Be able to

1. Explain the leading biblical, theological, historical and strategic foundations of youth ministry
2. Discuss the leading aspects of contemporary youth
3. Analyse the nature, shape and forms of youth ministry
4. Engage in 'ministry with youth' fieldwork
5. Evaluate selected approaches to youth ministry

Be in a position to

1. Integrate perspectives from 'Foundations of/for Youth Ministry' with their other theological and ministry studies
2. Apply perspectives and skills from 'Youth Ministry' to personal formation and ministry practice

How this Unit Contributes to the Course

In developing an understanding of the place of youth in society, and the role youth ministry plays in their life, students will be equipped with a holistic appreciation of young people and to be more effective in their pastoral work with them. Learning how to structure a balanced and culturally relevant youth programme, and how to evaluate existing programs, will assist students to work effectively within a variety of contexts.

Pre-requisites and Co-requisites

Nil

How this unit is organized & what we expect of you

The unit is taught over a 13-week semester.

There are two lectures per week, each of 50 minutes duration. This unit will involve approximately 2 hours per week of contact time, involving lectures, and class discussion time, plus the equivalent of one hour of prescribed reading and personal reflection and/or online material.

You are also required to be involved in practical ministry among adolescents. A suitable ministry placement must be arranged by you and approved by your unit coordinator within the first three weeks of lectures. Your ministry supervisor must also be approved by the unit coordinator.

This unit is worth 4 credit points (cp) towards your course.

A 4 cp unit is considered to require a total time commitment of 7 – 8 hrs per week.

Please contact the lecturer as a matter of urgency if you find that you are regularly needing to spend significantly more time than this on DM310/510.

Students are required to attend all lectures, complete any set reading and complete any assessment tasks by the relevant due date.

Teaching staff

LECTURER AND UNIT CO-ORDINATOR

Stuart Hoadley

mobile: 0407 408 067

email: shoadley@qtc.edu.au

Unit timetable: topics & teaching and learning activities

| | LECTURE TOPIC | PRESCRIBED READINGS |
|---------|---|--|
| WEEK 1 | 1. Introduction to the Unit The Bible's teaching on youth and young people. | Youth Ministry On The Front Foot (YMOTFF) Chapters 1-3 + complete personal reflection questions. |
| WEEK 2 | 1 & 2. Developing a theology of youth ministry. | YMOTFF Chapters 4-6 + complete questions. |
| WEEK 3 | 1 & 2. Biblical authority in a post-modern world. | YMOTFF Chapters 7-9 + complete questions. |
| WEEK 4 | Relational theology. Incarnation and reconciliation. | YMOTFF Chapters 10-12 + complete questions. |
| WEEK 5 | 1 & 2. Historical overview of Christian youth ministry in Australia, especially since World War 2. | YMOTFF Chapters 13-15 + complete questions. |
| WEEK 6 | 1 & 2. An examination and development of strategic models of youth ministry; motivation; goals; content; methodologies. | YMOTFF Chapters 16-18 + complete questions. |
| WEEK 7 | 1 & 2. An examination and development of strategic models of youth ministry; motivation; goals; content; methodologies. | YMOTFF Chapters 19-21 + complete questions. |
| WEEK 8 | 1 & 2. A survey of the place and understanding of youth in western society. | YMOTFF Chapters 22-24 + complete questions. |
| WEEK 9 | 1 & 2. Major aspects of youth cultures in Australia, in the light of secularisation. | YMOTFF Chapters 25-27 + complete questions. |
| WEEK 10 | 1 & 2. The changing nature of youth subcultures. | YMOTFF Chapters 28-30 + complete questions. |
| WEEK 11 | 1 & 2. The beliefs and values of significant youth subcultures, including varieties of household types, ethnicity, rural or urban contexts; students, workers and the unemployed. | YMOTFF Chapters 31-33 + complete questions. |
| WEEK 12 | 1 & 2. The contexts where young people gather. | YMOTFF Chapters 34-35 + complete questions. |
| WEEK 13 | 1 & 2. Final considerations | |

YMOTFF: Chapters from Veron, Zachary, and Ken D Noakes. *Youth Ministry On The Front Foot*. 1st ed. Sydney: Anglican Youthworks, 2012.

DM310 Assessments

Assessments are submitted online via Moodle.

In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.

Late submission of assessment, without prior permission, will be taken into account in determining your mark.

Your essays must also be within 10% of the required word limit and your ability to meet this requirement will also be taken into account in determining your mark. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time & within an acceptable length are essential skills.

| ASSESSMENT TASKS | DESCRIPTION |
|--|---|
| <p>Assessment 1 approx. 800 words total</p> <p>25% of Final Grade</p> | <p>A video presentation (7 -10 min duration; approx 800 words of content), that examines the place and role of Christian youth ministry in contemporary secular society.</p> <p>The work should include reference to, amongst others, the following;</p> <p>Kinnaman, David & Gabe Lyons. <i>unChristian: What a New Generation Really Thinks about Christianity... and Why It Matters</i>. Grand Rapids: Baker Books, 2007.</p> <p>and</p> <p>Tyson, Paul. "A spectral view of contemporary Australian youth spiritualities, and evangelical youth ministry." <i>Australian eJournal of Theology</i> Vol 12, No 1 (2008): 1-31.</p> |
| <p>Assessment 2 2000 words total</p> <p>45% of Final Grade</p> | <p>An essay of 2000 words that examines the major issues faced by a local church in seeking gospel-based engagement with a specific Australian youth subculture.</p> |
| <p>Assessment 3 1250 words total</p> <p>30% of Final Grade</p> | <p>An essay of 1250 words that presents a biblical model for Christian ministry to contemporary Australian youth.</p> <p>This should include a reflection (at least 250 words) on the youth ministry you were involved with this semester.</p> |

DM510 Assessments

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In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.

Late submission of assessment, without prior permission, will be taken into account in determining your mark.

Your essays must also be within 10% of the required word limit and your ability to meet this requirement will also be taken into account in determining your mark. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time & within an acceptable length are essential skills.

| ASSESSMENT TASKS | DESCRIPTION |
|---|--|
| <p>Assessment 1 approx. 1000 words total 25% of Final Grade</p> | <p>A 10 minute video presentation (approx. 1000 words content) that critically evaluates the effectiveness of various Christian youth ministry approaches in Australia since World War 2.</p> |
| <p>Assessment 2 2500 words total 45% of Final Grade</p> | <p>An essay of 2500 words that analyses the worldview of a significant Australian youth subculture, and explores ministry strategies that would assist its members to connect within a Christo-centric community.</p> |
| <p>Assessment 2 1500 words total 30% of Final Grade</p> | <p>An essay of 1500 words that argues for a theologically and sociologically coherent model for Christian ministry to contemporary Australian youth. This should include a reflection (at least 300 words) on the youth ministry you were involved with this semester.</p> |

Guide to Assessments

Each assessment in this unit requires that you present a *sustained, persuasive argument*. This involves several factors.

First, you must *articulate a clear answer to the question*. Work hard to summarise your answer in one or two sentences before you begin writing. You should clearly state your answer in the essay - often in the introduction, but certainly in the conclusion. You should demonstrate that you: grasp the key issues; have a understanding of a range of scriptural and scholarly perspectives on those issues; possess an understanding of the subject matter beyond that of an introductory level; and have an understanding of the implications of your answer for ministry or life.

Second, you must *offer evidence* for your answer. Supply information in your essay that is relevant to the question and which supports your answer. To achieve a higher result, you may also discuss evidence that could be used to undermine your answer and then demonstrate why it doesn't actually do so when understood correctly.

Third, you should *demonstrate how* the evidence you use actually does support your answer. A common mistake is to include information - quotes, Scriptural passages, etc - and simply assume that their significance for your answer is self-evident. Although it may be obvious to you, it is rarely obvious to your reader. Be aware that your assessor will not assume that you know the significance of the material for your answer. Therefore, use explicit commentary to guide your reader and explain how the information supports the case you are making.

Fourth, *attempt to persuade* your reader that your answer is the correct one. Good essays don't treat the subject matter as a case of 'show and tell' - i.e. where you simply present all the ideas and information you've discovered. Instead, you should carefully consider how to organise the material so you build a case for your answer in the most persuasive manner possible.

Finally, you should seek to *engage with Scripture, authors, scholars and theologians*. Ideally you should be able to argue that you arrived at your answer because you are convinced that is what Scripture teaches. It should also be evident that you are "standing on the shoulders of others" - modern authors and scholars, and modern and ancient theologians - to help you understand Scripture and think through the subject matter better than you could do on your own.

Your assessment will be marked on:

- the clarity of your argument;
- your answer's relevance to the assessment question;
- your grasp of the key features of the discipline;
- your engagement with &/or analysis of primary sources;
- the range of secondary sources you utilise (including journals);
- your interaction with &/or critical evaluation of different viewpoints;
- whether you provided the assessment on or before the due date (or approved extension);
- whether the length is within 10% of the required words;
- whether you used appropriate grammar, layout & SBL referencing.

Learning Resources

Textbooks:

Petty, Scott. *Tactics for Teen Ministry*. Sydney: Youthworks, 2014.

Veron, Zachary, and Ken D Noakes. *Youth Ministry On The Front Foot*. 1st ed. Sydney: Anglican Youthworks, 2012.

Other References:

It is not essential to purchase these. They are listed as sample starting points for assessments.

Brain, Matthew. *Engage! How The Church Can Connect With Young People*. Barton, A.C.T.: Barton Books, 2011.

Brain, Matthew. "No One Gets Left Behind; the Local Church as the Bridge between Gospel and Culture." *St Mark's Review* No. 217, Aug (2011): 30-42.

Brain, Matthew. "The Challenge of Connecting with Young People." *St Mark's Review* No. 216, May (2011): 42-53.

Butcher, Melissa, and Mandy Thomas. *Ingenious. Emerging Youth Cultures In Urban Australia*. 1st ed. North Melbourne, Vic.: Pluto Press, 2003.

Dean, Kenda Creasy, Chap Clark and Dave Rahn. *Starting Right: Thinking Theologically About Youth Ministry*. Grand Rapids: Zondervan, 2001.

Fields, Doug. *Your first two years in youth ministry: a personal and practical guide to starting right*. Grand Rapids: Zondervan, 2002.

Heflin, Houston. *Youth Pastor: The Theology and Practice of Youth Ministry*. Nashville: Abingdon Press, 2009.

Higgs, Mike. *Youth Ministry from the Inside Out: How Who You Are Shapes What You Do*. Downers Grove, IL: IVP, 2003.

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

Kinnaman, David and Aly Hawkins. *You Lost Me: Why Young Christians Are Leaving Church and Rethinking Faith*. Grand Rapids: Baker Books, 2011.

Kinnaman, David and Gabe Lyons. *unChristian: What a New Generation Really Thinks about Christianity and Why It Matters*. Reprint ed. Grand Rapids: Baker Books, 2012.

Lawrence, Rick. *Jesus-Centered Youth Ministry*. Loveland, CO: Group, 2007.

Mason, Michael, Andrew Singleton and Ruth Webber. *The Spirit of Generation Y: Young People's Spirituality in a Changing Australia*. Mulgrave, Vic.: John Garratt, 2008.

Mugleton, David and Rupert Weinzierl. *The Post-Subcultures Reader*. Oxford: Bloomsbury Academic, 2004.

Nilan, Pam, Roberta Julian and John Germov. *Australian Youth: Social and Cultural Issues*. 1st ed. Frenchs Forest, N.S.W: Pearson Education Australia, 2007.

Powell, Kara E. and Chap Clark. *Sticky Faith: Everyday Ideas to Build Lasting Faith in Your Kids*. Grand Rapids: Zondervan, 2011.

Renfro, Paul, Brandon Shields and Jay Strother. *Perspectives on Family Ministry: Three Views*. Edited by Timothy Paul Jones. Nashville: Broadman & Holman, 2009.

Sayers, Mark. *The Trouble With Paris: Following Jesus in a World of Plastic Promises*. Nashville: Thomas Nelson, 2008.

Tyson, Paul. "A Spectral View of Contemporary Australian Youth Spiritualities & Evangelical Youth Ministry." *Australian eJournal of Theology* Vol 12, No 1 (2008): 1-31.

ACT Standards: Grades

Grades in assessment instruments are awarded in the following categories-

| Grade | Score | GPA |
|-----------------------|--------|-----|
| Fail (F) | 0-49% | 0 |
| Pass (P) | 50-57% | 1 |
| Pass+ (P+) | 58-64% | 1.5 |
| Credit (C) | 65-74% | 2 |
| Distinction (D) | 75-84% | 3 |
| High Distinction (HD) | 85+% | 4 |