

## Syllabus

### A. Course Description

The course will expose students to a wide variety of family configurations, helping them to recognize the need for contextually designed strategic planning for ministry. Students will gain a new appreciation for the unique challenges associated with parenting and will be encouraged to consider the value of the family-systems model for youth ministry.

### B. Course Objectives

Through course lecture, reading, assignments, and class interaction students will,

- Consider the value of family-based youth ministry as a ministry model
- Appreciate the pressures and joys associated with parenting
- Learn to integrate Asset-building into a youth ministry philosophy
- Become aware of current Canadian family issues

### C. Course Texts (Available in the Providence Bookstore)

DeVries, Mark. *Family-Based Youth Ministry*. Downers Grove: InterVarsity Press, 2004.

Roehlkepartain, Eugene. *Building Assets in Congregations: A Practical Guide for Helping Youth Grow up Healthy*. Minneapolis, MN: Search Institute, 1998.

### D. Course Requirements

**1. Family-Based Youth Ministry (5 – 7 pages) (30%) Due: Oct. 3**

#### 1.1 Theoretical: Critical Response

Mark DeVries writes, “This is a book about a new way of approaching youth ministry that goes beyond the traditional formulas that seem, inherently, to set up youth leaders for failure” (19). The assignment is based on your reading of the entire book, although you will want to pay special attention to chapters 1, 7, 8, 9, 11 & 12. Explain what DeVries means by “the crisis in traditional youth ministry” and critique his concern. What does DeVries offer as the solution to this crisis? Please be sure to refer directly to the text as you write your paper.

## 2. Mid-Term Exam (20%)

**Due: Oct. 31**

Students will have the opportunity to demonstrate their knowledge of material covered in class from Sept. 12 through to Oct. 24. The exam will take place in the first half of the class and will include questions based on the text *Family-based Youth Ministry*.

## 3. Building Assets in Congregations (30%)

**Due: Nov. 14**

### 3.1 Synthesis: Practical Application

As the volunteer-director of youth ministry at your church, you have decided to use the Asset-building model of ministry. You see your current model described and diagrammed in chapter four and you agree that this is not adequate. Before implementing the model, you decide to study the idea and to present your findings to your leadership team.

- a. In no more than 3 pages, use the text to explain the Asset-building model to your team. What is it? How does it work? What is it supposed to accomplish? How is it different than what you already do?
- b. If your team has been doing things a certain way for a long time, they may have questions about this new idea. In no more than 3 pages, list five questions your team might ask and write a *text-based response* for each (hint: a careful reading of the text will reveal questions a team might ask).
- c. In no more than 5 pages, help the team to see how the Asset-building model will work. Give them some examples that will help them understand. Be sure to explain the significance of the 40 Developmental Assets. In addition, demonstrate how you plan to implement Asset-building into the youth ministry philosophy and subsequently into the church family. (This website might help: <http://fulleryouthinstitute.org/2010/03/asset-based-teaching/>)

## 4. Final Exam (20%)

**Date: Dec. 12**

Students will have the opportunity to demonstrate their knowledge of material covered in the second half of the course. The exam will also include questions based on the text *Family-based Youth Ministry*.

## E. Course Guidelines

1. All papers submitted will be typed (12-font), **double-space** and composed on computer. Your writing style will be professional, inclusive, and well documented with careful attention given to both gender specific terminology and quotations. Please follow the writing guidelines provided by Kate L. Turabian and Wayne C. Booth in *A Manual for Writers of Research Papers, Theses, and Dissertations, Seventh Edition: Chicago Style for Students and Researchers*. For an abbreviated version you may also consult the *Chicago Manual of Style* online at [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

2. Assignments will be submitted to the instructor at the beginning of class on the date due. All assignments not submitted at the beginning of class will be considered late (this includes assignments submitted 1/2 way through class, after class, and later in the day). A late assignment will be reduced by one full letter grade (ex: A drops to a B) and must be submitted within 7 days of the due date or receive a 0. It is not acceptable to send assignments via email. **Note:** *it is good practice to make and keep a duplicate copy of each assignment.*
3. You may receive an extension for an assignment if faced with serious health and/or family circumstances, i.e., bereavement or sickness. The late assignment submission form can be found on your Blackbaud course page
4. Your attendance is both needed and expected. Each class member will be an important part of the learning process. Students missing five single block classes may find it difficult to pass the course.
5. Students are expected to demonstrate academic integrity in all its various forms, and will be held accountable for doing so by the policy on Academic Conduct in the Student Handbook. One problematic breach of academic integrity is plagiarism, which is stealing from the ideas and writings of another person and passing them off as one's own. For an elaboration of the nature, types, and prevention of plagiarism, see the Providence College document entitled "Academic Dishonesty: The Problem of Plagiarism in Academic Writing," in the Providence College Academic Formation Guide available in the bookstore, or in the Providence College Policies, Procedures, & Regulations.
6. Student use of information and communication technologies, for purposes other than class note-taking, is not allowed in the classroom, as students are expected to give their total attention to class activities. Use of cell-phones (to make/receive calls or text message) or use of ipods is never appropriate in the classroom. Furthermore, the use of laptop computers to play games, chat with others, browse the internet, or engage material not related to the class, is distracting to classmates and disrespectful to the instructor.

## F. Grading Scheme

A+	4.0	91-100	(Reserved for exceptional work)		
A		85-90	C	2.0	63-66
A-		80-84	C-		60-62
B+	3.5	77-79	D+	1.0	57-59
B	3.0	73-76	D		53-56
B-		70-72	D-		50-52
C+	2.5	67-69	F	0.0	0-49

## G. Reference List

- Bell, Steve and Valerie Bell. *Faith-Shaped Kids: Helping Your Child Grow Spiritually*. Chicago, IL: Moody Press, 2001.
- Caldwell, Elizabeth F. *Making a Home for Faith: Nurturing the Spiritual Life of Your Children*. Etobicoke, ON: United Church Press, 2000.
- Chapman, Gary. *Five Signs of a Loving Family*. Chicago, IL: Northfield Publishing, 1997.
- Chapman, Gary. *Five Signs of a Functional Family*. Chicago, IL: Northfield Publishing, 1997.
- Choun, Robert J. and Michael S. Lawson. *The Christian Educator's Handbook on Children's Ministry: Reaching and Teaching the Next Generation*. Grand Rapids, MI: Baker Book House, 1998. (259.22 C552c 1998)
- Clark, Chap. *Family Ministry: Strategies and Practical Ideas for Reaching Your Students' Families*. Grand Rapids, MI: Zondervan Publishing House, 1997.
- Clark, Chap. "Family Ministry: What are the Issues . . . and Is *Anybody* Really Doing It?" *Youth Specialties: Articles*. Home page available on-line at <http://www.youthspecialties.com/freeresources/articles/family>
- Covey, Stephen R. *The Seven Habits of Highly Effective Families*. New York, NY: St. Martin's Griffin, 1997.
- Garland, Diana R. *Family Ministry: A Comprehensive Guide*. Downers Grove, IL: InterVarsity Press, 1999. (259.1 G233f 1999)
- Hayes, Mark. "A Different View of Family Ministry." *Youth Specialties: Articles*. Home page available on-line at <http://www.youthspecialties.com/freeresources/articles/family>
- James, John W. *When Children Grieve: For Adults to Help Children Deal with Death, Divorce, Pet Loss, Moving, and other Losses*. New York, NY: HarperCollins, 2001.
- Justice, Mike. *It Takes a Family to Raise a Youth Ministry: Developing an Effective Strategy for Serving Families*. Kansas City, MO: Beacon Hill Press, 1998. (259.1 J96I 1998)
- Lyon, Brynoll K. and Archie Smith, ed's. *Tending the Flock: Congregations and Family Ministry*. Louisville, KN: Westminster John Knox Publishing, 1998.
- Lytle, Tom. "Youth Ministry for the Whole Family." *Youth Specialties: Articles*. Home page available on-line at <http://www.youthspecialties.com/freeresources/articles/family>
- Mandell, Nancy and Ann Duffy. *Canadian Families: Diversity, Conflict and Change*. Scarborough, ON: Harcourt Brace/Thomson Nelson, Canada, 2004.

- Osborne, Rick. *Teaching Your Child How to Pray*. Chicago, IL: Moody Press, 1997.
- Persky, Margaret McMillan. *Living in God's Time: A Parent's Guide to Nurturing Children Throughout the Christian Year*. Nashville, TN: Upper Room Publishing, 1999.
- Sell, Charles M. *Family Ministry*, 2d ed. Grand Rapids, MI: Zondervan Publishing House, 1995.
- Taffel, Ron. *The Second Family: How Adolescent Power is Challenging the American Family*. New York, NY: St. Martin's Press, 2001. (306.874 T124s 2001)
- Trent, John and Rick Osborne. *Parent's Guide to the Spiritual Growth of Children: Helping Your Child Develop a Personal Faith*. Wheaton, IL: Tyndale House Publishing, 2000.
- White, Joe and Jim Weidmann, ed's. *Parent's Guide to the Spiritual Mentoring of Teens: Building Your Child's Faith Through the Adolescent Years*. Wheaton, IL: Tyndale House Publishing, 2001.
- Whitesel, Bob W. and Kent R. Hunter. *A House Divided: Bridging the Generation Gaps in Your Church*. Nashville, TN: Abingdon Press, 2000. (261.8342 W594h 2000)

## Internet Sources

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|---|--|
| Child and Family Canada                   | <a href="http://www.cfc-efc.ca/">www.cfc-efc.ca/</a>   |
|   | <a href="http://www.cfc-efc.ca/family_work/index.html">www.cfc-efc.ca/family_work/index.html</a>                             |
| Center for Parent and Youth Understanding | <a href="http://www.cpyu.org/newsletter.html">www.cpyu.org/newsletter.html</a>   |
| Good Canadian Site                        | <a href="http://www.evangelicalfellowship.ca/mmf/children/index.asp">www.evangelicalfellowship.ca/mmf/children/index.asp</a> |
| Media Awareness Network                   | <a href="http://www.media-awareness.ca/eng/">www.media-awareness.ca/eng/</a>   |
| Mega-Site (free newsletter)               | <a href="http://www.childrensministry.net/">www.childrensministry.net/</a>   |
| Plugged In (Focus on the Family)          | <a href="http://www.family.org/pplace/pi/">www.family.org/pplace/pi/</a>   |
| The Vanier Institute of the Family        | <a href="http://www.vifamily.ca/">http://www.vifamily.ca/</a>  |

**Course Outline & Schedule**

<b>Date</b>	<b>Lecture Topics</b>	<b>Assignment Due Dates</b>
Sept. 12	Syllabus Review The Biblical & Theological Foundation for Family Ministry	
19	The Contemporary Family & Family Based Youth Ministry	
26	Text Review & Characteristics of a Healthy Family	
Oct. 3	An Introduction to Positive Youth Development & Children & Faith-formation	<b>Due: Family-Based Youth Ministry</b>
<b>10</b>	<b>Thanksgiving Break</b>	
17	Partnering with Parents & Junior High Ministry	
24	Junior High Ministry Exam Review	
31	<b>Mid-Term Exam</b> Discipling Teenagers	<b>Mid-Term Exam</b> (first half of class)
Nov. 7	Inclusive Youth Ministry: Making Space for Children with Special Needs	
14	Building Assets in Congregations: Strategies for Team Implementation	<b>Due: Building Assets in Congregations</b>
21	Marriage Preparation: The Pastoral Role & Ethnic Diversity & Family Ministry	
28	Divorce & Injury, Illness, and Loss: Pastoral Care for Families in Crisis	
Dec. 5	At-Risk Kids & Final Exam Review	
Dec. 12	Final Exam	<b>Final Exam</b> (in regular class room)

- Note: this is a suggested schedule and subject to change upon consultation with the class.
- Note: please familiarize yourself with the Voluntary Withdrawal deadline.