

**CESE8305 Youth Ministry Institute I**  
January 4-8, 2010 in New Orleans, Louisiana  
*Dmin/DEdMin Special Event Seminar*

New Orleans Baptist Theological Seminary  
Christian Education Division  
Dr. Allen Jackson, Ph.D.  
Professor of Youth Education

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**Course Description**

The objective of the Youth Ministry Institute is to offer youth ministry training, using a concentrated delivery system. The Institute is an educational delivery system to provide a different type of youth ministry dialogue. The delivery system is especially beneficial for extension center students. In addition, alumni and veteran youth ministers who wish to return for continuing education may register for a conference fee. Professional doctoral students will benefit from exposure to the changing discipline of youth ministry.

The Youth Ministry Institute is not a replication of classes which are offered during the regular academic semester, but a different type of exposure to youth ministry altogether. Each day, guest speakers who are experts in the field of youth ministry will address a topic within the discipline of youth ministry. Following their presentation, questions, debriefing, discussion, and suggestions for implementation in the local church will comprise the class time for that session.

**Course Objectives:**

*At the conclusion of the course, students should be able to:*

1. Reflect on some of the foremost "voices" in youth ministry and be able to envision implementation of their material at the local church. Particular attention will be given to models of youth ministry.
2. Develop creative approaches in communication, Bible study, and ministry in the local church.
3. Describe the role of the minister of youth as it relates to relationship with God, relationship with ministry, and relationship with family.
4. Formulate an overall ministry strategy for youth ministry in the local church.
5. Demonstrate an understanding of the adolescent culture with implications for the future of youth ministry.
6. Identify resources for youth ministry and youth ministers.
7. Demonstrate improved competency in at least one area of youth ministry leadership.

**Course Requirements**

The workshop is made up of three components: pre-assignments which are due upon your arrival at the workshop, class assignments which are completed during the workshop, and post-assignments that are due three weeks after the workshop ends.

As always, pay attention to grammar, spelling, length, and sound content within your assignments. Also, avoid using first person within your writing, unless it specifically states to do so.

## **I. Pre-Assignments**

Due upon arrival, *BEFORE* class begins.

- A. Read the following text:  
Mueller, Walt. 2007. *Opie Doesn't Live Here Anymore*. Cincinnati, OH: Standard Publishing.
1. Using the contents of the book, construct a PowerPoint presentation which would help parents to understand the contents of the book. You may add any pictures, videos, or graphics that you wish in order to make it more appealing. Assume that you will deliver this presentation to parents in the future.
  2. This assignment is to be submitted on a CD or on a flashdrive for transfer to a desktop computer. You will get the flashdrive back. A printout of the presentation is NOT sufficient for the assignments.
  3. A minimum of 18 slides is expected.
- B. Read the following text:  
Clark, Chap and Kara E. Powell. 2007. *Deep Justice in a Broken World*. Grand Rapids, MI: Youth Specialities/Zondervan.
1. The conclusion of the text (pages 242-243) is entitled "How Can We Work Together to Bring About Justice for All?" Using this question and the pages of the text, construct a one year plan for your church to bring about justice for all.
  2. Your year-long plan should include at least one monthly event that will bring justice to all. Make sure to include events that surround your church, state, country, and abroad.
  3. Write one paragraph for each event that is included in your plan. Be sure to include your target audience, who will be involved in bringing justice, and how justice will be brought.
  4. You may include events that are already going on in your church. However, in light of the text, how can these events be better? Reach more people? Bring more justice?
- C. Read the following text:  
Everts, Don and Doug Schaupp. 2008. *I Once Was Lost*. Downers Grove, IL: IVP Books.
1. Using the five thresholds mentioned, construct a set of "talking points" to relate and evangelize to a postmodern student(s). A minimum of ten (10) talking points is required.
  2. Be ready to talk about the relationship between Everts and Schaupp and the field of apologetics.
  3. Be ready to lead a discussion on this book to the rest of the seminar. Upon arrival, students will be assigned portions of the book to "show and tell" to Masters and Undergrad students in the larger class.

## **II. Assignments (during the week of the class)**

- A. Attend all sessions of the Youth Ministry Institute and participate in the discussions with other students.
- B. Attend selected sessions of the Defending the Faith Conference. See schedule on page 4 of the syllabus.
- C. Interview three of the youth ministers who are in attendance at YMI. Develop a set of questions to identify the challenges, joys, and trends that youth ministers face in their church today. Specifically ask about the youth minister's opinion as to the skills, attitudes, and knowledge which they possess that help them to do successful youth ministry. In addition, ask them if they plan to be doing youth ministry when they are 35 years old and if not, why not? Summarize the interview in a two page double-spaced report, to be typed and turned in the last day of class. Handwritten interview summaries are not acceptable.
- D. Participate in class activities and/or complete any additional daily class assignments. ProDoc students will meet separately several times throughout the week with Dr. Jackson.
- E. Complete the YMI evaluation.

**III. Post Assignments**

- A. Read the following:  
 2009. Dollar, Jason and Bradley Pinkerton. *Contend*. San Diego, CA: Avendine Press,
1. Write a 5-7 page critical response/book review on the text. More details on found on page five of the syllabus.
  2. Write a teaching plan for the book. The audience will be high school students. Include all materials necessary—Power Point Slides, handouts, activities, etc. This should be complete to the point that a lay person could read the book, and use your plan to be in front of students.
    - a. If Power Point is used, please submit the assignment on a CD. A printout of the presentation is not sufficient for the assignment.
  3. Jason Dollar will be a presenter at YMI. This book may be purchased at YMI throughout the week, but you may purchase it elsewhere as well.
- B. Write a brief (3-5 page double spaced) paper discussion how the YMI experience will be helpful in your ministry (or not). Be specific as to what might change as a result of your seminar experience. You may use first person in this assignment.
- C. Your post assignments must be received in our office by Monday, February 1, 2010.
1. Electronic submissions are not acceptable.
  2. Please “snail mail” your assignments to:

Youth Ministry Institute  
 C/O NOBTS  
 3939 Gentilly Blvd.  
 New Orleans, LA 70126

3. You will automatically be sent a confirmation email when your post-assignments are received in our office.

**No absences are allowed in any part of an academic workshop. See page 152 of the New Orleans Baptist Theological Seminary’s Catalog (2009-2010).**

**The catalog is available online at:  
<http://nobts.edu/Academics/Default.html>**

**Course Evaluation**

Pre-Assignments	40%
Class Participation/Reading	20%
Post-Assignments	40%
<b>100%</b>	

**Late work will be accepted within reason but points will be deducted.  
 As computers and printers are only machines, they may not be blamed for late work.**

**Other Information**

- Any correspondence with Dr. Jackson concerning pre-assignments is best done through email ([ajackson@nobts.edu](mailto:ajackson@nobts.edu)). Please copy the email to his assistant, Kristin Wilkerson ([jacksonsec@nobts.edu](mailto:jacksonsec@nobts.edu)). Since she grades the papers as well, she may be also be able to answer your question.
- Unlike the YMI weekend workshops, you are responsible for obtaining your textbooks. Your materials fee for January is half of the weekend fee, and goes to provide some meals and other resources that will be given to you throughout the week.
- An updated Youth Ministry Bibliography is available on the website at [www.youthministryinstitute.org](http://www.youthministryinstitute.org)

## Class Schedule and Location

- YMI will be held in the Hardin Student Center, Room 219.
- The course schedule is seen below...just a reminder that New Orleans is *Central Standard Time*.
- The course schedule is altered from the typically workshop schedule to include aspects from the "Defend the Faith" conference. See more details at [www.nobtsapologetics.com/events.html](http://www.nobtsapologetics.com/events.html)
- Please check the YMI's website at [www.youthministryinstitute.org](http://www.youthministryinstitute.org) for up-to-date changes and memos prior to the course.

<b>Monday</b>	12:00 - 1:00 PM 1:00 - 9:00 PM <i>**Dinnertime is incorporated with class time and YMI will purchase your dinner - details TBA.**</i>	Registration Class
<b>Tuesday</b>	8:15 AM - 12noon 1:00 - 4:00 PM	Class Class
<b>Wednesday</b>	8:15 am - 12:30 PM 7:00 - 9:00 PM	Class Class
<b>Thursday</b>	8:15 - 11:00 AM 1:00 - 4:00 PM 7:00 PM	Class Class National Championship Game
<b>Friday</b>	8:00 - 12:00 PM	Class

## Bible Reading Plan

In light of the seminary's focus on the core value of spiritual vitality, the student will be expected to take part in the Bible reading plan throughout the dates of the course. More information about the Bible reading plan for the 2009-2010 academic year is found at:

<http://nobts.edu/Publications/BibleReadingPlan.html>

Jan 3	Judges 6:11-7:25, Luke 21:20-38, Psalm 55:15-23, Proverbs 12:27-28
Jan 4	Judges 8:1-9:21, Luke 22:1-23, Psalm 56:1-7, Proverbs 13:1-2
Jan 5	Judges 9:22-10:18, Luke 22:24-46, Psalm 56:8-13, Proverbs 13:3-4
Jan 6	Judges 11:1-12:15, Luke 22:47-71, Psalm 57:1-6, Proverbs 13:5-6
Jan 7	Judges 13:1-15:8, Luke 23:1-19, Psalm 57:7-11, Proverbs 13:7-8
Jan 8	Judges 15:9-17:13, Luke 23:20-38, Psalm 58:1-5, Proverbs 13:9-10
Jan 9	Judges 18:1-31, Luke 23:39-56, Psalm 58:6-11, Proverbs 13:11-12

## Writing a Critical Response

A book critique is a critical commentary, which involves more than simply summarizing the contents (i.e., don't scan the book and the back cover and look for good quotes to make us think you've read the book - read, underline, outline, take notes, and interact as you read). The bulk of your response should be an evaluation of the way the author handled the subject, and a commentary on the book's contribution to your understanding of the issues addressed in your reading. It should go without saying, but the following guidelines should be followed:

1. Papers should be typewritten (Times New Roman, 12 pt. font) and double-spaced; no more than seven pages in length.
2. Rules of spelling, grammar, and composition will be closely observed.
3. Papers should be proofread (not just spell checked and grammar checked) before they are submitted to the professor.
4. Unless otherwise stated, it is assumed that the opinion that you are expressing is your own. Therefore there is no need to write, "In my opinion", or "I believe". (Interact with the author: "George failed to support..." This should allow you to eliminate the use of first person.)
5. Try to use action verbs whenever possible: avoid passive voice. (i.e., not "The author was trying to convey." Use: "The attempt to convey." - Passive voice is usually indicated by the use of "being verbs"...I was being, I will be - don't use them.)
6. Don't use slang or colloquialisms unless you have a specific reason for doing so. (i.e., His metaphor seemed to have him barking up the wrong tree.)
7. *Content:* The narrative should address the following issues:
  - a. Clear statement of the author's thesis or central argument. Why was the book written? For whom was the book written?
  - b. Citing of material (evidence) that supports the thesis. (You do not have to use direct quotes - but for whatever information you use cite parenthetically. That is the number(s) from which the information is taken (77-78) ).
  - c. Assessment of whether the author succeeded in achieving the purpose of the book.
  - d. Identify the major strengths and weaknesses of the book.
  - e. Indication of your reaction to the book; how the book has/has not contributed to your insights concerning your role in the faith development process of collegians (Were you prompted, influenced, impacted, outraged, ambivalent, and/or disinterested by the author's presentation - did you experience change?).