The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Purpose of the Course
The purpose of this course is to expose students to the programming of youth ministry in the local church. Attention is given to developmental issues as they relate to Christian Education.

Core Value Focus
Doctrinal Integrity – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

Spiritual Vitality – We are a worshipping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

Mission Focus – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. For 2013-2014 academic year that Core Value is Doctrinal Integrity.
Curriculum Competencies Addressed

This course will address the following curriculum competencies:

1. **Biblical exposition:** Students will place a high value on exposition and teaching effective Bible study with students and adults.

2. **Effective servant leadership:** Students will learn to lead adult teams, serving them and teaching them to serve students.

3. **Interpersonal relationships:** The program of Youth Education in the church is highly relational and places value on the friendships and working relationships with other adults and with students.

4. **Disciple making:** The emphasis on discipleship through intentional activity in church programs is a primary focus of the course.

Course Description

Students are given a theoretical and practical knowledge of the processes involved with the Christian education of youth. An overview of basic youth ministry along with principles of adolescent development are central to the course.

Learning Objectives

The student involved in this course should be able to accomplish the following:

**Cognitive:** Students will be able to identify important developmental issues in adolescence as they relate to programming in the local church.

Students will be acquainted with principles of youth education as they relate to discipleship, small groups, Sunday school, and ministry with volunteers.

**Affective:** Students will be challenged to grasp the urgency of creating environments to facilitate community among families, student friendships, and other adults in the church. Students will value ministry to youth and youth workers.

**Psychomotor:** Students will be able to organize, administer, and evaluate the ministry to youth in a local church.
Required Readings

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

Required Texts

Optional Texts

Course Teaching Methodology

Teaching Method. Course methodology includes lecture, dialog, debate, and group presentation. This syllabus refers to an on-campus delivery, either biweekly or weekly in block schedule format.

Units of Study
• Unit 1: Introductions and Developmental Overview
• Unit 2: It’s Tough to Teach Youth
• Unit 3: The Work of the Church
• Unit 4: Teaching, Motivating, Planning
• Unit 5: Curriculum
• Unit 6: Group Presentations

Assignments and Evaluation Criteria

Course Requirements
1. Cognitive: Reading of Texts:
The textbooks will provide a foundation for in-class discussions. I will assume that you have read the Ulmer and Jackson text within the first two weeks of class. Follow the reading plan on the class schedule for the second text. Also, I reserve the right to quiz over reading content.

2. **Cognitive: Research Paper**:
   a. Write a 5-page (no more and no less) summary paper on the topic of adolescent development. Choose one of the five areas to further explore – physical, mental (cognitive), social, emotion, and spiritual development. You are to use the *Understanding* text as a base and use at least five other additional sources to focus on the one area of your choosing.
   b. Within the one area of exploration, be specific in what you study. Some examples are seen below, but feel free to branch out.
      i. Physical adolescent development – development of the teenage brain
      ii. Mental adolescent development – creative thinking
      iii. Social adolescent development – friends or family
      iv. Spiritual adolescent development – What does it mean to rededicate?
      v. Emotional adolescent development – mood swings of teenage girls
   c. Give particular attention to the differences between younger youth and older youth.

3. **Affective: Youth Education Observation**:
   Each student will observe a youth education activity in a church (Sunday School, small groups, discipleship, etc.). Information that cannot be obtained via observation should be obtained by interviewing the person(s) responsible for the activity. Be sure you watch the students as well as the adults who lead the activity. Students will submit a written report of the evaluation (around 5 pages) including the following sections:
   a. The stated or implied purpose & the setting and target audience
   b. A description (diagram) of the physical setting
   c. Description of curriculum or materials used (including publisher)
   d. Leadership information (# of volunteers, training, planning, etc.)
   e. General evaluation of the session you observed
   f. Things you would do differently (and why!!!!)

4. **Psychomotor: Group Demonstration**
   Each small group will demonstrate a teaching session utilizing a different youth ministry Bible study resource. Each group will turn in a copy of their teaching plan before the presentation. Evaluation will be made by the professor and the rest of the class based on 4 factors:
   - 1) consideration of purpose and target audience,
2) clarity of the teaching plan,
3) creativity, and
4) demonstration of key lesson elements (Connect, Explore, Transform).

Each demonstration should last 30 minutes and will be followed with a debriefing evaluation with the class.

5. **Examination:**
   One midterm exam will be given. One final exam will be given.

### Course Policies

#### Course Evaluation

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Research Development Paper</td>
<td>15%</td>
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<tr>
<td>Youth Observation</td>
<td>15%</td>
</tr>
<tr>
<td>Group Teaching Demonstration</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15%</td>
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<tr>
<td>Final Exam</td>
<td>15%</td>
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<tr>
<td>Class Participation/Reading</td>
<td>15%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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#### Grading Policies

- Assignments are due by the beginning of class on day they are due. Students who are absent from class on the day of an assignment are still responsible for turning the assignment in on time. Late assignments will be penalized one letter grade for each class period the assignment is late. Assignments may only be turned in during a class period (unless otherwise specified by the professor).
- Since exams are given via Blackboard, students will have a 24 hour window in which to take the exam. There should be no reason for any exams to be missed. If dire illness, personal emergency, or school sponsored events prevent access to the internet, the student will be responsible for contacting the professor before the exam to secure permission to schedule the exam and to schedule an appointment for a make-up exam. Failure to do so will result in an automatic grade of 0.
- If you get locked out of an exam, please call ITC (Blackboard Help) at 1-800-NOBTS-01. If you are unable to reach anyone, email the professor. After one lockout, your grade will be penalized one letter grade for each subsequent lockout.

#### Attendance:

Students are expected to attend class sessions. Students missing more than allotted number of class sessions for the semester will automatically receive a final grade of F. Late arrivals will count as ½ of an absence. You are responsible for signing the attendance sheet.
Style

Guidelines for papers submitted in this course are found in the current edition of *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian, which is available in the bookstore.

*Formatting:*

- All assignments are to be typed, double-spaced with a 12-point font (Times New Roman preferred) and 1-inch margins unless otherwise indicated.
- Be sure to include your name, date of submission and the assignment title on the cover page.
- Be sure to staple all assignment pages together before submission.

Note: Any student with a disabling condition that requires special accommodation (special adaptive equipment, special note-taking arrangements or special test-taking needs) is strongly encouraged to contact the professor at the beginning of the course.

*Netiquette: Appropriate Online Behavior.* Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

*Academic Honesty Policy*

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

**Course Schedule**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Syllabus Day, Basic Youth Ministry Strategy</td>
<td>Read Online Text</td>
</tr>
<tr>
<td></td>
<td>The Changes in Adolescence (Physical, Social, Mental, Emotional, Spiritual)</td>
<td>Read Online Text</td>
</tr>
</tbody>
</table>
The Changes in Adolescence (Physical, Social, Mental, Emotional, Spiritual)  Read Online Text

2 It's Tough to Teach Youth (JD teach?) Theories of Education Teach, pgs. 13-25

Teaching and Learning Teach, pgs. 26-51

Teaching and Learning There's No Such Things As A Dragon

Teaching and Learning How to and How Not to Lead Small Groups Teach, pgs. 52-73

3 The Work of the Church Research Paper Due

Group Work for Presentations Midterm Examination

Organizing the Work
The Sixth Grade Dilemma

Working with Adults - Parent Ministry and Volunteers

4 Training, Motivating, and Planning Teach, pgs. 104-123

Observations Due

Ten Mistakes Bible Teachers Make

5 Curriculum Teach, pgs. 74-103

6 Group Demonstrations

Group Demonstrations

Selected Bibliography


Beacham, Billy. *Everyone, Everywhere* (Fort Worth, TX: Student Discipleship Ministries), 1990.


Grassel, Rich. *Help! I’m a Small Church Youth Worker!* (Grand Rapids, Youth Specialties), 2002.


McPherson, Miles with Wayne Rice. *One Kid At A Time* (Youth Specialties, David C. Cook), 1995.

Oestreich, Mark. *Help! I’m a Junior High Youth Worker!* (Grand Rapids: Youth Specialties), 1996.


Smith, Tim. *Nurturing the Soul of the Youth Worker* (Loveland, CO: Group), 1999.


Warden, Michael D. *Extraordinary Results from Ordinary Teachers* (Loveland, CO: Group Publishing), 1998.