

Moses, Mary and My Space: Religious Education for Youth and Young Adults
Seattle University School of Theology and Ministry

Date: July 19 – 23, 2010

Location: TBA

Times: 9:00am – 4:00pm
(break 12:00p – 1:00p)

Office hours: 8:15am – 8:45am;

12:45p – 1:15p

Telephone: (570) 807 – 0092

Email: mhinton@miser cordia.edu

Course Description

This course explores how religious educators can actively, authentically, and consistently engage youth and young adults. The course emphasizes the role and importance of leveraging youth culture in religious engagement. We will focus on both the theory of youth ministry and practical implications, ramifications, and applications.

Required Texts

Engaging the Soul of Youth Culture: Bridging Teen Worldviews and Christian Truth by Walt Mueller

Hurt: Inside the World of Today's Teenagers by Chap Clark

Messy Spirituality by Mark Yaconelli

Sustainable Youth Ministry: Why Most Youth Ministry Doesn't Last and What Your Church Can Do About It by Mark DeVries

Course Requirements

The most important course requirement is your **active participation** in class. We will rely on your attendance at every class meeting. Further, given the nature and content of the course and the assessment plan outlined below, we will need more than just your physical presence in class. You will need to demonstrate, at each class, that you have engaged the readings and are constantly synthesizing the information that is being studied. Students are expected to complete all readings as assigned.

Each student will prepare a personal response to the readings, including developing **three or four discussion questions/insights**. Questions/insights will be submitted each day and will be used to deconstruct the readings and construct our understanding of youth ministry. Questions/insights are due electronically prior to the lunch break each day.

Students are also asked to prepare **one educational activity**. The activity will be used to open or close a session of our class meeting and must be at least 10 minutes in length. The purpose of the activity is to demonstrate the variety of ways that we can engage young people. You are encouraged to use multimedia resources to engage the class as if we are participants in your youth ministry program. We will discuss what and how we learned from each ritual in which we participate. A sign up sheet will be available on the first day of class.

Finally, students will be asked to engage in a **youth ministry project**. The goal is to design and complete a youth ministry project. Students will present the project to the class on the last day of class and will be evaluated by their peers.

Assessment

| Assignment | Number assigned | Grade Percentage |
|----------------------|------------------------|-------------------------|
| Class participation | N/A | 25% |
| Questions/Insights | 5 | 25% |
| Educational activity | 1 | 25% |
| Final Project | 1 | 25% |

As indicated and required by the Seattle University School of Theology and Ministry, students will submit a self-assessment on the final afternoon of class. This self-assessment will outline what you believe you have accomplished during the course and how well you have met the course goals and expectations. ***Clearly indicate on the self-assessment the letter grade you expect to receive at the conclusion of the course.*** Your final grade will be determined using the assessment criteria outlined above and your self-assessment.

Grading Scale:

| Letter Grade | Quality pts. | Performance indicator |
|---------------------|---------------------|------------------------------|
| A | 4.0 | Superior Performance |
| A- | 3.7 | |
| B+ | 3.3 | |
| B | 3.0 | Good Performance |
| B- | 2.7 | |
| C+ | 2.3 | |
| C | 2.0 | Adequate Performance |
| C- | 1.7 | Grad students repeat |
| D+ | 1.3 | |
| D | 1.0 | Poor Performance |
| D- | 0.7 | |
| F | 0.0 | Failing |

Readings

The texts we read overlap in varied and important ways. Therefore, we will discuss the texts fluidly throughout our course meetings. In addition to integrating the readings throughout, each day we will formally deconstruct one of our texts. The order of the readings will be announced. In addition to the responses/questions/insights you have prepared for each text we will consider the following questions:

1. What will I take away from this text/what were the positive and compelling points made?
2. What critiques would offer regarding this text?
3. What questions arose as a result of my engaging this text?
4. How will I use what I learned from this text?