

DSRE534 031

BULLETIN COURSE DESCRIPTION

Ministry to Youth and Young Adults (3 Credits)

This course is designed to acquaint students with the opportunities for ministry to and with young people in the church, school and home. The biblical principles of youth and young adult ministry, within the context of the church community, are given primary emphasis.

Students will have an in-depth study from a pastoral perspective of selected issues having to do with the spiritual development of youth and young adults from fourteen to twenty five years of age. In particular, the reciprocal effects produced by the interaction of youth with such elements of their environment as home, church and society, will be examined for their potential impact on the fostering of that spiritual development.

SYLLABUS REVISION STATEMENT

The instructor reserves the

3. Engage in biblical and theological reflection as the basis for ministry.
4. Design and lead biblically, theologically sound and contextually relevant public worships that incorporate calls to a decision for Christ and membership in the Seventh-day Adventist Church for community.

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TEXTBOOKS

Required:

DO NOT ATTEMPT TO PURCHASE THIS BOOK ONLINE. YOU WILL BE PROVIDED WITH THE ELECTRONIC COPY OF THE BOOK VIA LEARNING HUB.

1. Gane, Barry. *Building Youth Ministry: A Foundational Guide*. La Sierra, CA: La Sierra University Press, 1997. (312pp).

REQUIREMENTS DURING COURSE INTENSIVE

I. Perception Checks.

Are to be given in class.

Due Dates: Uploaded to Moodle by 10:00pm on the same day that it is assigned.

II. Class Notes

At the end of the class, a copy of the notes you have taken during class must be submitted to Moodle. These notes must be the student's own and not copied from someone else (see below, "Academic Integrity" on page 8 and "Plagiarism" on page 10).

Due Date: Thursday, February 1, 2018 @10pm

POST-INTENSIVE REQUIREMENTS

IV. Methodology Paper

Each student will write a methodology paper, based on the model of ministry developed in class. Minimum 10-pages.

Instructions will be given in class and a grading rubric will be uploaded to Moodle.

THIS PAPER WILL REQUIRE CERTAIN MATERIAL THAT WILL BE EXPLAINED AND COVERED IN CLASS. DO NOT COMMENCE THIS PAPER UNTIL FURTHER INSTRUCTIONS HAVE BEEN GIVEN IN CLASS BY THE PROFESSOR.

Due Date: Thursday, March 8, 2018 @ 10:00pm

V. Journal Book Report

Reporting of Gane's book "Building Youth Ministry" will be by a minimum of four and a maximum of six-page journal book report. The journal book report will be a chapter-

Estimated Time for this Class—MAPM---3 credit (135 hours)		
Class Lectures face to face	37	45 hours total
Pre/Post Online	8	
Independent Completion of Assignments		
Reading	20	

GRADING AND ASSESSMENT

Handing in all of your assignments is essential, but this does not guarantee a high grade. The final grade is based on quality of content, evidence of learning, order and completeness.

Grading System

Basis for grading:

1.	Journal Book Report	20%
2.	Methodological Implications	25%
3.	Current Issues	15%
4.	Perception Checks	15%
5.	Examination/Class Notes	15%
6.	Class Participation	10%
<hr/> Total		100%

Grading Scale:

A = 94-100%	B = 83-86%	C = 73-76%
A- = 91-93%	B- = 81-82%	C- = 70-72%
B+ = 87-90%	C+ = 77-80%	D = 61-69%
		F = 0-60



Late Submission

The following penalties will be applied for late submission of assessment items:

Assessments received by due date:	(possible A grade)
Delay up to 60 days:	(no better than an A- grade)
Delay up to 90 days:	(no better than a B+ grade)
Delay up to 120 days:	(no better than a B grade)
Delay up to 150 days:	(no better than a C grade)

CLASS POLICIES

Classroom Seating

Give a statement about your policy on classroom seating (e.g. To facilitate the instructor in learning each student's name, please select a permanent seat (for at least the first half of the semester) in the classroom.)

Disability Accommodations

to the Committee for Aca

APPENDIX 1

CRITERIA FOR ASSESSMENT GUIDELINES

THE B GRADE

We start with the B grade for a very specific reason. It is because a B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is an excellent grade and demonstrates a high level of knowledge, insight, critique competence and professional written presentation standards essential for an individual wishing to pursue a career as a professional pastor.

THE A GRADE

An A grade is only given when a student not only fulfils the criteria stipulated above for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and applying feedback from your lecturer, the academic process can provide a perfect opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade exhibits a limited level of knowledge, insight and critique and poor written presentation standards. This may be because of a lack of time management on the part of the student, they may have difficulty grasping the concepts being taught, English may be their second language, or they may be experiencing a personal issue that is affecting their concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling centre, the academic process can provide an opportunity for a student to significantly improve their performance.

FAIL

The Fail grade is given when very limited or no demonstrable competency has been observed.

EXTRA CURRICULAR ACTIVITIES

You cannot be graded on the type of paper you could have turned in if you had had more time.

You cannot be graded or given credit in this class on extra-curricular activities you may be involved in.

It is unreasonable to expect a better grade because you are a nice person or are friends with the lecturer.

It is unreasonable to demand a good grade because you believe you have been called by God, and thus, should automatically be given good grades despite poor performance.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.

PLAGIARISM

Replicating writing, cutting and pasting or moderately paraphrasing text from publications, internet sources, books, friends