



Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400

CED775 – Innovations: Cultivating Youth Spirituality in
Experiential Environments
Mike King/Summer 2010
June 21-25 at YouthFront Camp and online 6/28-7/23

Essential Information

Please refer to the following documents for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available at http://support.nts.edu/index.php/Essential_Information. Additional technical support information can be found at <http://support.nts.edu>.

- NTS Mission Statement & Purpose, M.Div. Objectives
- Tips for online learning success
- NTS library services
- NTS bookstore procedures
- Online technical requirements and helpdesk information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *A Handbook for Inclusive Language*

Instructor Information

Professor: Mike King	Email: MKing@Youthfront.com
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Office Hours by appointment	Between 9:00 pm and 9:00 am

Catalog Description

Exploratory course designed to explore and assess innovative approaches to ministry surfacing in periodic, non-traditional, contexts.

Course Narrative & Rationale

Explorations into the contemporary spiritual lives of youth afford youth ministers an opportunity to develop new and innovative approaches to spiritual formation both for and with adolescents. This course explores one such approach to youth spirituality and youth spiritual formation through intensive settings such as retreats, pilgrimages, short term missions and camp ministries. The course utilizes one of the more innovative approaches to youth formation occurring through YouthFront a national youth ministry resource with specialized camp ministries just south of Kansas City. <http://www.youthfront.com/directions> This course allows participants the opportunity to explore the spiritual lives of youth, engage in formation practices with youth alongside recreational settings, and imagine the possibilities of similar ministry approaches in their own contexts.

Course Outcomes

At the end of this course the student will be able to:

- 1) Articulate current theories concerning youth spirituality and youth faith
- 2) Assess a local ministry's ability to shape youth's spiritual lives including non-traditional settings such as retreats, camps, or pilgrimages
- 3) Utilize specific practices for the sake youth spiritual formation
- 4) Conceive of specific structures that guide a ministry focused on nurturing the spiritual lives of youth in local experiential contexts.

Required Texts & Course Materials

King, Mike. *Presence-Centered Youth Ministry: Guiding Students into Spiritual Formation*. Downer's Grove: IVP Books 2006 (187 pp) ISBN 10-0-8308-3383-8

Root, Andrew. *Revisiting Relational Youth Ministry: From a Strategy of Influence to a Theology of Incarnation*. Downer's Grove: IVP Books 2007 (221 pp) ISBN-10: 0830834885

Dean, Kenda Creasy. *Practicing Passion: Youth and the Quest for a Passionate Church*. Grand Rapids: Wm. B Eerdmans Publishing Co. 2004 (260 pp) ISBN-10:0802847129

Kimball, Dan and Lilly Lewin. *Sacred Space: A Hands-On Guide to Creating Multisensory Worship Experiences for Youth Ministry*. Grand Rapids: Zondervan/Youth Specialties. 2008 (176 pp) ISBN-10: 0310271118

Recommended Texts & Course Materials

Bass, Dorothy C. and Don C. Richter, Eds. *Way to Live: Christian Practices for Teens*. Nashville: Upper Room Books, 2002 (304 pp) ISBN-10: 0835809757

Burton, Beverly, Drew Dyson *Soul Tending*. Nashville: Abingdon Press 2002 (192pp) ISBN-10: 068703079X

Dean, Kenda Creasy (Author), Ron Foster *The Godbearing Life: The Art of Soul Tending for Youth Ministry*. Nashville: Upper Room Books, 1998 (220 pp) ISBN-10: 0835808580

Folmsbee, Christ. *A New Kind of Youth Ministry*. Grand Rapids: Zondervan/Youth Specialties, 2007 (160 pp) ISBN-10: 031026989X

Jones, Tony *Sacred Way: Spiritual Practices for Everyday Life*. Zondervan Publishing 2005 (221 pages) ISBN 0-310-25810-3

Smith, Christian with Melinda Lundquist Denton. *Soul Searching: The Religious and Spiritual Lives of American Teenagers*. New York: Oxford Press ISBN 0-19-518095-X

Yaconelli, Mark. *Growing Souls: Experiments in Contemplative Youth Ministry*. Grand Rapids: Zondervan/Youth Specialties, 2007 (286 pp) ISBN-10: 0310273285

Course Outline

- What is Youth Spirituality? (Current explorations)
- Spiritual formation with youth
- Formation and experiential learning environments, an integrative approach
- Structuring and nurturing youth formation
- Exploring Practices & strategy

Course Assignments & Requirements

1) **Class participation (500 pts):** The majority of this course occurs through participation in an intensive learning environment at YouthFront camp from Monday afternoon through Friday noon. To facilitate this portion of the course a fee of **\$200.00 will be assessed to cover room and board at YouthFront Camp**. In addition the course includes preparatory reading to prepare for class interaction and follow-up online discussion to provide an opportunity to contextualize knowledge developed for a local setting. To facilitate both processes, students are required to be fully

engaged in face to face sessions at YouthFront as well as continued online discussion following the class either in general online discussion or in smaller communities of support. Class participation will be divided into two components: class interaction and online discussion.

- **400 points:** Students are required to attend all sessions at the camp, engage in assigned activities, as well as engage in class discussions. This grade includes posting a preliminary reflection (1-2 pages) of their own spiritual heritage as a youth as well as the submission of a 1750-2500 word (7-10 page) analysis of *Soul Searching* due at the **beginning of the first day of class**
- **100 points:** Students are required to log on and discuss class assignments online at least twice a week following the course intensive. Due to the nature of summer commitments students will be allowed to miss the equivalency of one week of online discussion over the following four week period.

2) **Working positional paper on youth spirituality (200 pts):** Students will submit a **1250-1750 word (five to seven page)** summative work listing their core convictions concerning youth spirituality and youth spiritual formation. This paper must address the nature of youth spirituality, the role of the leadership in shaping spiritual practices, and the role of the church in nurturing the spiritual lives of youth. This position paper should include references, where appropriate, using Turabian form and style. The paper should provide a rationale that the student can use in articulating his or her ministry to others as a way of inviting people into the ministry, or in describing the student’s ministerial role to other pastors involved in youth ministry.

3) **Working strategy for youth spiritual formation in a specified context (300 pts).** The student will develop a working strategy for beginning and sustaining youth spiritual formation in a specified context. Attention must be given to both discerning the nature of the ministry, the specific practices that will guide youth formation, and a tentative structure for holding those practices in place. The plan should be consistent with resources explored through the class, coherent in how each element works together and pertinent to the context selected. The overall plan may include multiple media resources (pictures, graphs, etc) for the sake of educating others in your ministry but the strategy should also include a “narrative” that comprehensively describes the strategy in **1750-2500 words (seven to ten pages).**

Method for Submitting Assignments

Submit all assignments through the assignment section of Moodle as scheduled

Distribution of Student Learning Hours

SUMMARY

	hours
Online Participation in forums, groups, etc.	21
Reading	34
Writing	37
Other Assignments and Learning Activities	42
Exams & Quizzes	0
TOTAL	134

Method for Submitting Assignments

Please use the assignments section of Moodle unless otherwise directed.

Form and Style Expectations

All writing must meet the standards of graduate level, academic writing. Formal submissions, either as research papers or projects, should follow the basic guidelines of the Turabian (Chicago) Manual of Style. See Student Handbook for additional information.

Inclusive Language

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

Policy Regarding Late Work & Missed Exams

All work reduced 15% after deadline for the first week. Assignments will be reduced and additional 15% for each week late thereafter

Additional Costs

The majority of this course occurs through participation in an intensive learning environment at YouthFront camp from Monday afternoon through Friday noon. To facilitate this portion of the course a fee of \$200.00 will be assessed to cover room and board at YouthFront Camp

Course Grading

1000-901: A 900-801: B 800-701: C 700-600:D 599 or Below: F

Grade Descriptions

“A”-EXCEPTIONAL WORK (surpassing, markedly outstanding achievement of course objectives)

“B”-GOOD WORK (strong, significant achievement of course objectives)

“C”-ACCEPTABLE WORK (basic, essential achievement of course objectives)

“D”-MARGINAL WORK (inadequate, minimal achievement of course objectives)

“F”-UNACCEPTABLE WORK (failure to achieve course objectives)

Rubrics will be provided for major assignments and posting, these provide further information on assessment.

Course Calendar

Working Course Outline

Date	Theme	Assignment
Prep 6/07		Students post preliminary spiritual heritage on Moodle Forum no later than Thursday evening 11:59.00 pm.
6/20		Book review must be downloaded to Moodle Assignments no later than 11:59 pm Sunday evening
Mon 6/21	Orientation to YouthFront, preliminary discussions	Class sessions begin Monday afternoon at 1:00 pm
Tue 6/22	What is Youth Spirituality and Youth Spiritual Formation? (Current explorations)	Class sessions follow morning prayer and breakfast. Students will participate with youth activities through Mid-day worship. Afternoons will include experiential explorations and personal practices as well as class sessions. Students will dedicate evenings to interaction with youth and reading.
Wed 6/23	Cultivating Experiential Environments: an integrative approach	
Thur 6/24	Cultivating Experiential Environments: an integrative approach	
Fri 6/25	Summaries: Project Discussion	Class sessions conclude Friday 2:30 pm
6/28- 7/09	Online discussion: Expanding the role of youth spirituality in local contexts	Students must log onto Moodle and discuss the assigned reading w/discussion questions no later than Tuesday evening 11:59.00 pm. Students will post responses to two classmates' observations not later than Thursday evening 11:59.00 pm Assessing youth spirituality and formative practices in your local context. Working Position Paper on Youth Spirituality due July 11th
7/11- 7/23	Exploring local Practices & strategy	Students must log onto Moodle and discuss the assigned reading w/discussion questions no later than Tuesday evening 11:59.00 pm. Students will post responses to two classmates' observations not later than Thursday evening 11:59.00 pm Strategy for youth spiritual formation due July 25th

Grading Rubrics

Posting Rubric

	Poor	Below Average	Average	Great
Participation and Initiative Shown	Rarely participates in discussion; does not make an effort to participate; seems indifferent	Limited initiative, does not post minimum requirement; occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Posts minimum requirement; attempts to direct the discussion and to present relevant viewpoints for consideration by group	Demonstrates good self-initiative; posts frequently; attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely
Relevance of Posts	Posts responses which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most responses are short in length and offer no further insight into the topic	Frequently posts responses that are related to discussion content; prompts further discussion of topic	Consistently posts responses related to discussion topic; cites additional references related to topic to further discussion
Clarity of opinions/ideas; connection to topic	Does not express opinions or ideas clearly; evidences grammatical/spelling mistakes	Unclear connection to topic evidenced in minimal expression of opinions or ideas; occasional spelling/grammatical errors	Opinions and ideas are stated clearly; occasional lack of connection to topic; well-written and presented	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic; well-planned
Totals				

Grading Rubric for Reading and Research

Student _____

Preliminary Considerations	Cognitive Levels (Reasoning)	Recognition & Recall	Comprehension	Analysis	Synthesis	Evaluation	Comments
Target Level		1	2	3	4	5	
	Reading/ Research Indicators						
Point/ percentage of writing	Overview of writing or introduction to paper	Able to identify/ state key claim(s) of reading/ paper	Able to explain claims in clear & concise manner	Able to indicate how key claim develops through reading/writing	Relates Key Claim to Class focus	Indicates importance of material to Class focus	
Point/ percentage of writing	Primary review/ development of writing	Identifies primary support claims and backing	Able to define clearly & concisely support claims, backing, and qualifications	Able to identify warrants & assumptions support claims & backing	Relates support claims to each other and to class focus	Able to show relative strengths and weaknesses of support claims	
Point/ percentage of writing	Personal Interaction	Connects specific claims to personal interaction	Demonstrates why claim elicits response	Reflection nuances range of writings support claims	Reflection indicates sources that endorse/dispute writing	Reflection references constructive alternatives or application	
	Argumentation Level	Attention	Structure	Response	Detail	Demand	
Target Level		1	2	3	4	5	
Point/ percentage of writing	Form & Style Level	Demonstrates standard form (pagination) and clear writing style	Consistent outline with headings and subheadings detailing development of argument	Forceful writing with consistent documentation at key claims and clear transitions and anticipates qualifications	Documentation addresses supporting claims & backing internally with detailed transitions and intersects with issues in class	Wide range of academic sources with strong rhetorical skills at each level. Clearly identified audience to elicit response	
	Surprise Factor						
Total point/ percentage							