



# Nazarene Theological Seminary

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

---

## CED646 Contemporary Youth Issues Fall 2011

### ***Essential Information***

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at <http://support.nts.edu>

- NTS Mission Statement & Purpose and Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *Handbook for Inclusive Language*

### ***Instructor Information***

Professor: Dean G. Blevins, Ph.D.  
Office Phone: 816.268.5481  
Office Hours: by appointment

Email: [dgblevins@nts.edu](mailto:dgblevins@nts.edu)

### ***Catalog Description***

A study of adolescent social and psychological issues with a particular focus on cultural contexts and appropriate youth ministry responses. Attention is given to an awareness of and partnership with community agencies who focus on adolescent services.

### ***Course Narrative & Rationale***

Youth find themselves born into a diverse and fluid world. Ministry with youth requires careful attention to the various issues that often shape adolescent contexts, whether in rural, suburban or, particularly, urban settings. This course explores the primary themes that issues that shape youth lives with particular attention special youth populations. In addition the course explores the various interpretations of adolescent culture and their impact on youth services and ministry.

### ***Educational Assumptions:***

1. The work of the Holy Spirit is essential to the processes of Christian education at any level. I will consistently request the Spirit's presence within and among us.
2. Christian teaching and learning is best done in the context of community. Christian community remains the gift of the Spirit, enhanced or hindered by human effort.
3. Students are valued not only as persons who have potential to learn, but also as persons who already have significant knowledge and experiences to contribute to the purposes of the course. Consequently, some of the course assignments will require cooperative efforts among students. Such cooperation is inherent in a Christian community of learning.

4. The course focuses on the community of faith expressed in a local congregation or parish. In order for the purposes of the course to be fulfilled, each student should have a local church or parish in which he/she regularly participates or is able to “call to mind” a recent congregation that provides a living context for ministry discussion..

5. This is a graduate course. The quality of thinking, writing, speech, and class participation should reflect a graduate level quality. Higher levels of thought (e.g., analysis, synthesis, and evaluation), writing style, spelling, grammar, as well as faithful attendance, consideration of fellow students and their ideas, and timely submission of assignments is expected.

### **MACFD Degree Objectives (DO)**

2. Develop a practical theology of Christian ministry consistent with his or her theological heritage and vision of the transformed life.

3. Discern the various developmental and cultural forces that influence people's lives in their growth along the life course, and design appropriate ministry strategies that forms persons into ongoing faithful disciples.

### **Course Outcomes (CO)**

Upon completion of the course students should demonstrate:

- 1) An ability to name and articulate the basic themes and issues that shape adolescent lives.
- 2) An ability to identify and practice strategies that address the various issues that youth encounter.
- 3) An ability to describe Christian points of intersection in the midst of these concepts and practices.
- 4) An ability to engage in detailed research in the nature and practice of one aspect of youth ministry for faithful Christian practice.
- 5) An ability to envision a Christian discipleship most appropriate for responding faithfully in the midst of these influences.

### **Church of the Nazarene COSAC Competencies (CP)**

CP 27 Ability to assess and implement emerging age appropriate ministry approaches in light of enduring theological (Bible, doctrine, philosophy) and contextual (history, psychology, sociological) perspectives

### **Required Texts & Course Materials**

<b>Title</b>	<b>Author(s)</b>	<b>ISBN (13 characters)</b>	<b>Publisher</b>	<b>Copyright Date</b>	<b>Pages</b>	<b>List price</b>
<i>The Behavioral Neuroscience of Adolescence</i>	Spear, Linda	978-0393705423	W. W. Norton & Company	2009	309	40.00
<i>Soul Searching: The Religious and Spiritual Lives of American Teenagers</i>	Smith, Christian with Melinda Lundquist Denton	978-0195180954	Oxford Press	2005	368	35.00
<i>Everyday Courage: The Lives and Stories of Urban Teenagers</i>	Way, Niobe	978-0814793398	New York University Press	1998	306	24.00
<i>Rewired: Understanding</i>	Rosen, Larry D.	978-0230614789	Palgrave Macmillan	2010	256	17.00

<i>the iGeneration and the Way They Learn</i>						
<i>Hurt 2.0: Inside the World of Today's Teenagers</i>	Clark, Chap	978-0801039416	Baker Academic	2011	272	17.99
<i>Hanging Out, Messing Around, and Geeking Out: Kids Living and Learning with New Media</i>	Mizuko Ito, Sonja Baumer, Matteo Bittanti, danah boyd Rachel Cody, Becky Herr-Stephenson, Heather A. Horst, Patricia G. Lange, Dilan Mahendran, Katynka Z. Martinez, C. J. Pascoe, Dan Perkel, Laura Robinson, Christo Sims, Lisa Tripp	978-0262013369	The MIT Press	2009	432	35.00
<i>Soul Searching (DVD)</i>	Eaton, Michael (Director)	ASIN: B0010XZUXI	Revelation Studios	2010	79 minutes	16.99
<i>American Teen (DVD)</i>	Burnstein, Nanette	ASIN: B0010AOJW	Paramount	2008	95 minutes	14.98

## ***Recommended Texts & Course Materials***

### ***Course Outline***

**Unit 1: Introduction Basic adolescent themes and ministry**

**Unit 2: Neuroscience and Youth**

**Unit 3: Youth Spirituality**

**Unit 4: Social Challenges to Youth**

**Unit 5: Youth Technology and Education**

**Unit 6: Research and synthesis:**

### ***Course Assignments & Requirements***

**1. Class Participation: general Moodle and Group participation (300 points)** Class participation is crucial in an online environment. To assist in this process a Moodle discussion process will be included. Students will be required to post summary comments on weekly readings (normally 100 words) as well as responses (normally 50 words) to their classmates. **Online postings and responses are required at least three times a week including concluding summaries that summarize class reflections.** Students who are not online at least three times a week will be considered "absent" for that week. The quality of online discussions will provide much of the basis for in class discussion as well. For assessment see Posting Rubric

at the end of the syllabus. All discussion and regular class assignments need to be posted as instructed by the deadline, normally 11:55 PM Central Time (CT), for full credit. Late posting results in a 20% deduction daily (which begins one minute after the deadline) unless you have a good rationale submitted in advance of the late post. No postings will be graded after the assigned week. Due to the progressive nature of online learning, required postings must be completed the week assigned for any credit to be given. Usually postings will follow a similar format of initial posts due Tuesday Evening s over assigned reading by 11:55 pm, 2-3 responses required to fellow classmates between Tuesday and Thursday Evening by 11:55 pm, follow-up case study comments or summaries of weekly discussions due on Friday Evening by 11:55 pm.

(Note: There will be times when "life gets in the way" or you have a "ministry crisis." These situations will be taken into consideration when communicated to the professor. One "Mulligan" is allowed during the course for late assignments if requested by the student).

**2. Comparative Review (200 points):** Students will be asked to write a 7-10 page (1750-2500 words) comparative book review of *Hurt 2.0: Inside the World of Today's Teenagers* and *Everyday Courage: The Lives and Stories of Urban Teenagers*. The review should address not only the basic thesis of each book and how each text develops the author's portrayal of youth, the review must also synthesize how both texts agree/disagree on the role of youth in culture as well as the preferred future of youth. In addition the review should project how ministry might look differently based on each interpretation of youth culture.  
**Comparative Review due Monday 11:55 pm 10/24 D03, C01-3,5, CP27**

**3. Research topic or ministry implementation plan: (300 points)** Each student will select one key issue intersecting with key course content and explore it to a greater depth through academic research. Preliminary approval of the topic and a working Bibliography must be submitted prior to mid-semester break. The paper will be 10-12 pages (2500-30000 words) in length, reflecting sound research methods including: establishing a key thesis for the paper, establishing backing and warrants for the thesis as well as providing qualifications as necessary, and following Turabian form and style. Students will be asked to read at least one classmate paper and comment on the insights in light of the course. **Research presentation due Monday 11:55 pm 12/5 student comments Thursday 11:55 pm 12/8 D03, C04, CP27**

**4. Comprehensive essay (200 points).** At the end of the semester the student will write a summative essay (5-7 pages, 1250-1750 words) giving their own approach to address contemporary youth issues that will guide future ministry. This summative paper may draw from sources within the class but should reflect the student's synthesis of the material presented in class. **Comprehensive Essay due Monday 11:55 pm 12/12 DO 1, CP 27**

### ***Distribution of Student Learning Hours***

	Hours
Face-to-face Class Sessions	
Online Participation in forums, groups, etc.	42
Reading	73
Writing	29
Other Assignments and Learning Activities	10
Exams & Quizzes	0
<b>TOTAL</b>	<b>154</b>

## ***Method for Submitting Assignments***

Submit all assignments through the assignment section of Moodle as scheduled.

## ***Form and Style Expectations***

(From *Student Handbook*) Students will be required to do extensive research and writing during their Seminary career. Care in both content and form of expression should be taken. Turabian, Kate L. *A Manual for Writers of Research papers, Theses, and Dissertations*. Revised by Wayne C. Booth, et al. 7th ed. Chicago: University of Chicago Press, 2007, shows the preferred form for term papers and theses, unless, for special reasons a professor requests a different style. Turabian's book is one of the first books a Seminary student should buy and it should be used constantly. Additional resources may be necessary for utilizing and citing online resources. Please consult with your professor or reference the subtopic "The Internet" below. The content of written work should indicate mastery of the material and should reflect ability to collect, organize, evaluate, and critically interpret materials. Part of the Seminary's expectation of graduate work is the ability to evaluate the quality of sources and to use them appropriately. Articles in academic journals (in both print and electronic formats) and books published by major theological publishers are reviewed by academic peers and are not published unless the content is considered academically appropriate. Most popular journals, self-published books, and internet sources are not peer reviewed. As a result, they may not be regarded as credible sources. It is the student's responsibility to determine the reliability and validity of sources used in research. Each written assignment should be carefully proofread for spelling, grammatical construction, footnoting, accuracy, and clarity of expression. Special attention in these areas will bring many valuable returns during one's academic career and beyond. Students should retain a copy of all papers and assignments submitted in either paper or electronic form.

## ***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

## ***Course Grading***

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

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

## ***Class Attendance***

Attendance at classes is essential for realizing the maximum benefit of your education. Since the professor in each course is best acquainted with the importance of consistent attendance, he or she will determine the rules for attendance. If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation. If a student is absent four or more weeks of the semester, the professor may automatically fail the student. Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

## ***Tentative Course Calendar***

Date	Week	Topic	Assignment/Readings
9/12	1	Contemporary Youth Ministry: Charting the Themes	<i>Soul Searching</i> (DVD)
9/19	2	Neuroscience and Youth	<i>The Behavioral Neuroscience of Adolescence</i>
9/26	3	Neuroscience and Youth	<i>The Behavioral Neuroscience of Adolescence</i>
10/3	4	Youth Spirituality	<i>Soul Searching: The Religious and Spiritual Lives of American Teenagers</i>
10/10	5	Youth Spirituality	<i>Soul Searching: The Religious and Spiritual Lives of American Teenagers</i>
10/17	6	Fall R & R	Bibliography and Research Topic due <b>Comparative Review due Monday 11:55 pm 10/24</b>
10/24	7	Social Challenges to Youth	<i>Hurt 2.0: Inside the World of Today's Teenagers</i>
10/31	8	Social Challenges to Youth	<i>Everyday Courage: The Lives and Stories of Urban Teenagers</i>
11/7	9	Case study	<i>American Teen</i> (DVD)
11/14	10	Youth Technology	<i>Hanging Out, Messing Around, and Geeking Out: Kids Living and Learning with New Media</i>
11/21	11	Youth Technology	<i>Hanging Out, Messing Around, and Geeking Out: Kids Living and Learning with New Media</i>
11/28	12	Youth Technology and Education	<i>Rewired: Understanding the iGeneration and the Way They Learn</i>
12/5	13	Research Presentations	<b>Research presentation due Monday 11:55 pm 12/5</b> <b>student comments Thursday 11:55 pm 12/8</b>
12/12	14	Closing Reflections	<b>Comprehensive Essay due Monday 11:55 pm 12/12</b>

**Grading Rubric for Reading and Research**

**Student** \_\_\_\_\_

<b>Preliminary Considerations</b>	<b>Cognitive Levels (Reasoning)</b>	<b>Recognition &amp; Recall</b>	<b>Comprehension</b>	<b>Analysis</b>	<b>Synthesis</b>	<b>Evaluation</b>	<b>Comments</b>
Target Level		1	2	3	4	5	
	<b>Reading/ Research Indicators</b>						
Point/ percentage of writing	<b>Overview of writing or introduction to paper</b>	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	<b>Primary review/ development of writing</b>	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	<b>Personal Interaction</b>	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	
	<b>Argumentation Level</b>	<b>Attention</b>	<b>Structure</b>	<b>Response</b>	<b>Detail</b>	<b>Demand</b>	
Target Level		1	2	3	4	5	
Point/ percentage of writing	<b>Form &amp; Style Level</b>	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	
	<b>Surprise Factor</b>						
<b>Total point/ percentage</b>							