

**CED640 – Developing Youth Ministries  
January 2009**

**Nazarene Theological Seminary**  
**Visiting Professor: Jim Hampton, Ph.D.**  
**Office Hours: By appointment**  
**Office Phone: ext. TBD**

**M-F – 5:30pm-9:45pm**  
**Room: TBD**  
**3 hours credit**  
**E-mail: James\_Hampton@asburyseminary.edu**

**The teenagers I know are both cynical and harshly passionate. What they want is so big, it's hard to get your eye around it at first. Who would've thought that teenagers talking about sex would end up talking about their souls? For that's what they're talking about, isn't it? Not body heat but life everlasting. Not the adventure of skin on skin, but a dinner table in the skies. They have none of our ambivalence—independence vs. love, distinction vs. belonging. Their struggle is with the world—will it let them lose their loneliness? And how? They want something bigger than themselves to live for, something steadier and stronger than one-on-one love, something I long for and loathe, something eradicating—a “we” in their lives; a family feast that never ends, a tribe of friends, God's will.**

**Kathie Dobie, Mother Jones (January/February 1995)**

## **I. WELCOME**

I'm so glad that you are taking this class. I've spent all of my adult life in some form of youth ministry—local church, denominational leadership, writing and publishing, and now teaching. If you can't figure it out, let me put it this way—I LOVE YOUTH MINISTRY!!! I love the zany games, hanging out at football games, eating lots of pizza, the all nighters.... (Well, not really the all nighters—I'm too old and tired for those. ☺) But most of all, I love helping students personally encounter the risen Christ, and seeing the radical transformation that He makes in their lives.

Together, we will spend this class exploring many aspects of youth ministry, but for me, they all boil down to one thing: how can we, as faithful adults, help guide our students to ultimately discover their identity in God? Take a moment and read (or re-read) the quote by Kathie Dobie posted above. I like this quote because I think it gives us a great picture of adolescence—with all of its weird contradictions! ☺ But most importantly, I like it because it reminds me that students really are searching for God. They may not be able to verbalize that search, and they may not even recognize it, but it is there. Part of our job is to help them with this search. That is the task of this class. My prayer is, as we critically examine the task of youth ministry, that we will become sensitized to the needs of adolescents, and grow in our passion to help them develop a personal, growing relationship with Jesus Christ.

## **II. COURSE DESCRIPTION:**

A study of the church's ministry to/with youth including weekday ministries, summer ministries, and creative approaches to working with youth.

### III. COURSE OBJECTIVES:

1. Provide a framework for youth ministry that is grounded in practical theology.
2. Understand developmentally the “critical years” of adolescent from existing theoretical models with a view toward how these years shape one’s identity and faith commitments:
  - A. Identify the crucial issues confronting youth in our culture
  - B. Distinguish one’s own identity issues as distinct from those of the target population and establish anchor points for one’s own spiritual formation.
3. Identify and critique models and styles of youth ministry:
  - A. Assess the strengths and weaknesses of each approach
  - B. Develop a capacity to holistically evaluate an existing youth program.
  - C. Seek designs that integrate youth students into the intergenerational community of faith
4. Acquire the skills necessary to be effective in youth ministry through developing strategies for recruiting, training and motivating lay volunteers.
5. Create habits of reflecting on one’s own journey, call, and spiritual formation with places of accountability and with attentiveness to the Spirit of Christ.
6. Gain an acquaintance with resources available for equipping ministry enhancement.

### IV. CLASS RESOURCES

#### Textbooks

- Crabtree, Jack. *Better Safe Than Sued*. Grand Rapids: Zondervan, 2008. 217 pages (7-223) (BSS)
- Dean, Kendra Creasy and Ron Foster. *The Godbearing Life: The Art of Soul Tending for Youth Ministry*. Nashville: Upper Room, 1998. 202 pages (GL) – NEEDS TO BE READ PRIOR TO THE START OF CLASS.
- DeVries, Mark. *Family-Based Youth Ministry*. InterVarsity Press, 2004. 168 pages (FBYM) – NEEDS TO BE READ PRIOR TO THE START OF CLASS.
- King, Mike. *Presence-Centered Youth Ministry*. Downers Grove, IL: InterVarsity, 2006. 192 pages (PCYM)
- Myers, William. *Black and White Styles of Youth Ministry*. Cleveland: United Church Press, 1991. 188 pages (B&W) – NEEDS TO BE READ PRIOR TO THE START OF CLASS
- Olson, Ginny; Elliot, Diane; and Work, Mike. *Youth Ministry Management Tools*. Grand Rapids: Zondervan/. Youth Specialties, 2001. 424 pages (YMMT)
- CED640 Course Packet. 291 pages

#### Online Resources

- Maas, Robin. “Christ and the Adolescent” in *Christ and the Adolescent*—1996 Princeton Lectures on Youth, Church and Culture. 41 pages (C&A)  
<http://www.ptsem.edu/iym/lectures/1996/index.php>
- Moltmann, Jurgen. “What is a Theologian?” in *An Unexpected Prophet*—1999 Princeton Lectures on Youth, Church and Culture. 11 pages (WT)  
<http://www.ptsem.edu/iym/lectures/1999/index.php>
- NOTE: You will need a PDF viewer to read these articles. If you don’t have one, you can download the Adobe PDF viewer at:  
<http://www.adobe.com/products/acrobat/readstep2.html>

### VI. COURSE REQUIREMENTS:

1. Reading

The intentional, ongoing personal formation of the minister is critical for ministry effectiveness. This necessarily involves reading and reflection. This course provides students with an opportunity for regular reading and reflection. The reading load is heavy, but it is essential for class participation. We are not after just the transmission of data, but rather transformative-learning. Simply put, if you haven't read the material, you won't be able to constructively engage in the discussion, and chances are you will not have the opportunity for personal and ministerial transformation. In addition to the required texts, I have provided a bibliography of supplemental readings that those of you who plan to be engaged in youth ministry as a primary portion of your ministry will want to read.

Attached to this syllabus is a reading form you will need to fill out showing what percentage of the reading you have done for class. It will be turned in at the end of the semester and will count as 10% of your total grade. It will be graded as follows: 100% - 150 points; 90-99% - 135 points; 80-89% - 120 points and so on. **Due March 2, 2009.**

2. Participation

Since this class is built on a dialogical setting, it is necessary that students participate in the daily discussions. While the professor acknowledges that there are different learning styles present in the class, and that some students may be naturally shy and less apt to engage others in conversation, he also understands that often the best way to process the information obtained in this class is through dialogue with others. Furthermore, the professor believes that each person has something to contribute to the topic at hand, and to not have that contribution seriously diminishes the ethos of the class.

Participation will count as 15% of your total grade.

3. Class Attendance

Class attendance is required. If for some reason you cannot attend, notification should be given to the professor before class in writing (email preferably). After the fourth hour of absence, the overall grade for the course will be negatively affected by 2% for each additional absence. A total of 9 hours of absences will result in a failing grade. It is your responsibility to obtain class lectures and information from peers in the class. "Excused absences" (as defined by the Dean's office) are not included in the above formula, however you should notify the professor each time an "excused absence" occurs.

3. Media Focus:

Each class member will present to the class at a designated time a short (absolutely no more than 5 minute) film clip portraying an issue of adolescence and/or youth ministry, particularly as these apply to the chosen topic(s) discussed in class that day. You will need to provide the clip for the class to watch, as well as explain to the class how the clip portrays an issue of adolescence and/or youth ministry. You will also need to turn in to the instructor a one-page written explanation of the film, this scene and its relevance to youth ministry. In addition, you need to supply the start and stop times for the clip, as well as the year the movie was produced (as some movies have multiple versions by the same name). Of course, watching a movie wouldn't be complete without a snack, so it would be nice if you could also bring some small snack for the class to enjoy. I will demonstrate the first one.

This is considered a part of your class participation grade. **Presentations will begin the second day of class.**

NOTE: ITEMS 4 AND 5 ARE THE OUTCOME OF WHAT YOU SHOULD LEARN IN CLASS.

4. Theology of Youth Ministry Paper

This 10-12 page paper should summarize your vision for youth ministry as it should be practiced from within your particular theological tradition. *What is the Biblical basis and theological grounding from which you do ministry? Identify the primary theological doctrine(s) which serve as the starting point for your theology of youth ministry and the distinctive ways this/these doctrine(s) is/are understood by your particular theological tradition.* Be sure to include the following:

- Mission statement for your ministry
- Scripture(s) that describe and define why
- How your theological doctrine(s) impact the purposes that drive your youth ministry.
- Whether your theology of youth ministry leans more toward nurture or conversion.
- How this theological starting point addresses youth, both in terms of their stages in the lifecycle and in terms of their cultural position.

**Due February 2, 2009.**

5. Youth Ministry Portfolio:

Working together (during the intensive and afterward through Blackboard) with an assigned small group, your group will create a one-year portfolio which shows what a youth ministry looks like when it is based on a proper theological foundation as its starting point. Your group should address the following issues:

- Ministry Context – Identify the following:
  - *The “communities” of which the youth group is a part*
  - *The overall climate of the youth ministry*
  - *The social and developmental needs and the youth culture present*
- Mission Statement – Typically, this would be supported by your chosen theology of youth ministry and would be in dialogue with your own personal history and current philosophy of youth ministry. However, since this is a group project, you will need to work together to agree on a theology of ministry which will guide your collective ministry for this assignment.
- Goals this youth ministry will seek to accomplish.
- Model of Youth Ministry – What model of ministry best serves the theological doctrine(s) you have chosen to base your ministry on and how does that model contribute to the furthering of your theology of youth ministry? Describe the model of youth ministry you choose, then consider the following questions:
  - *Why do you believe this model would be effective in this locale?*
  - *How does your model reflect your chosen theological doctrine as expressed in this youth ministry’s theological tradition?*
  - *How does this model reflect sensitivity to the developmental issues pertinent to your targeted age group?*
  - *What will be your strategy for reaching the unchurched in a postmodern world?*
  - *What are the programmatic levels that encourage deepening discipleship, leadership, and missional opportunities?*
- A description of the leadership approach for the ministry and the necessary characteristics of such leaders.
  - *What are your particular gifts and graces for ministry? How are they reflected in the chosen leadership approach?*
  - *How will your ministry team be organized? How will you utilize volunteers?*
- A list of church and community resources and services that address the needs of youth.
- A one-year calendar of programming that reflects the theological and philosophical foundations on which the youth ministry is based. Be aware of how the traditional and church calendar may influence your planning. Your calendar should include the following:
  - *Topics for Sunday School and youth group meetings.*

- Leadership training and meetings (both youth and adults).
  - Fun activities
  - Ministry/service projects
  - Fundraisers
  - Worship
  - Parent support
  - Etc.
- A complete budget for the youth group for the same one year.
  - An annotated bibliography of youth ministry resources. Each of the following headings should have at least 5-7 resources listed:
    - Adolescent Development
    - Youth Ministry Theology and Philosophy
    - Youth Ministry Programming
    - Discipleship/Mentoring
    - Worship
    - Service/Ministry
    - Fun/Games

This is a large summative project. Typical portfolios average over 65 pages. Therefore, it will be incumbent on your group to not wait until the week before it is due to start. You will need to use your team folder to contribute with each other to the project.

NOTE: Some of you are currently involved in youth ministry, and will see the value this project has for your own ministry. Similar students in the past have asked if they could do this as an individual project, and have then worked together with their local leadership team to create the portfolio. Since this is a class in practical theology, the more you can apply what is learned in class to your local ministry setting, the better off you will be. If you wish to do this, please notify the professor by January 29.

**Due March 2, 2009.**

## VII. COURSE GRADING PROCEDURES:

### 1. Gradings

A grading rubric will accompany every assignment. If you review the rubric before you begin your assignment then you will know the standards that I am using to evaluate your work. After your assignment is graded the rubric will indicate where your strengths are and where changes need to occur.

### 2. Final Grade Criteria

Reading Report	15%
Participation	15%
Theology of Youth Ministry Paper	30%
Youth Ministry Portfolio	<u>40%</u>
	100%

### 3. Grading Scale

*A = 90-100% Unusually high quality, exceptional work*

*B = 80-89% Very good, average for graduate work*

*B-* = 80-82% Slightly below average for graduate work

*C+* = 77-79% Meets requirements, but noticeable inadequacies for graduate work

*C* = 73-76% Meets requirements, but with significant gaps for graduate work

*C-* = 70-72% Meets requirements, but serious gaps

*D+* = 67-69% Minimal work

*D* = 63-66% barely acceptable

*D-* = 60-62% for specific assignment

*F* = below 60% Failure.

*I* = Incomplete work (this is rarely given; it denotes that the work of a course has not been completed due to an *unavoidable emergency*, which does *not* include delinquency or attending to church work or other employment. If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as "F"). From ATS 2001-03 Catalog page 29 (emphasis added)

#### 4. Academic Honesty

Any instance of cheating or plagiarism of any kind will result in an automatic zero on that specific assignment. Any repetition of cheating or plagiarism will result in a failing grade for the course. I operate on the honor system that all work turned in is your own.

Conduct that is considered dishonest includes: reusing previously and/or concurrently submitted material in another class without faculty permission, cheating by copying from another's work, allowing another to copy from one's own work, reading an examination prior to the date it is given without the instructor's permission and similar types of conduct. Unlawful duplication of copyrighted material such as music, library materials, computer software, as well as plagiarism are other examples of academic dishonesty. Plagiarism is the presenting of another's ideas or writings as one's own; this would include both written and oral discourse presentations.

#### 5. Submitting Work

I expect us (myself included) to use proper English grammar at all times. This includes complete sentences, punctuation, capitalization, and spelling. For assistance in this area, consult a standard style guide such as Carole Slade, *Form and Style: Research Papers, Reports, and Theses* (11th ed., Boston: Houghton Mifflin, 1999). Poor grammar will be reflected in the final grade.

All material which is submitted should be double spaced with 1" margins utilizing a 12 point font. It must have a title page and bibliography which is not included in the length required. It should be written in excellent modern literary English with proper grammar, spelling, punctuation and rhetoric (including an introduction, conclusion and logical flow of argument). If it helps an outline may accompany the paper but this is not included in the length of the paper.

While documentation formats for materials appearing on the Internet are not yet fully standardized, there are some attempts at this. Please follow the guidelines put together by [Andrew Harnack and Gene Kleppinger](http://english.ttu.edu/kairos/1.2/inbox/mla_archive.html). [http://english.ttu.edu/kairos/1.2/inbox/mla\\_archive.html](http://english.ttu.edu/kairos/1.2/inbox/mla_archive.html)

Please remember that all written work must use inclusive language when reference is made to human beings (male and female). This provides for both greater inclusion and greater precision. For more information on this topic go to the Resource Center and look for "Inclusive Language."

#### 6. Promptness

All papers and reports should be turned in on the scheduled dates. All work is due at class time. **Any work turned in late will receive a deduction of at least one letter grade per week that it is late. No work will be accepted later than two weeks from the date it was due. [NOTE: This does not apply to the Media Focus since this is a class presentation. This will be presented on the date due or a failing grade for the project will be earned.]** Papers may be emailed to the professor in order to meet the due date.

#### **VIII. GENERAL INFORMATION**

1. Decorum

If you want to know how to address me, I'm fine with "Jim" unless your upbringing or intuitive sense of decorum make that uncomfortable for you, in which case "Dr. Hampton" will be just fine.

2. Office Hours

I will be around most days early afternoons for meetings. Other times can be scheduled by appointment.

3. Special Accommodation

Students needing special accommodations for this class should notify the professor during the first two weeks of the course.

#### **IX. COURSE LEARNING ENVIRONMENT (Our Commitments to Each Other)**

1. Regular participation is expected and required. Since this course is focusing on a professional ministry area, most of the teaching will center on a dialogical format. As a cooperative learning environment is the expectation for this course, your participation is very much a part of the learning experience. This class is not an independent study. We will be interacting with and learning from one another.
2. It is acceptable for you to work together and share resources on these projects. We are all learners and we can be greatly enriched by the ministry experiences of others.
3. Since this is a course in Youth Ministry, it is important that you engage equally in reading and exposure to youth. It is greatly encouraged that you be actively involved in some aspect of youth ministry. Much of the course will focus on youth ministry from a congregational ministry perspective.
4. A praxis method of teaching and learning will govern this class. The continual interaction between theory and practice will be explored. Practical applications should be properly informed by theological and educational theories. This should be reflected in both your projects and your posts.

## X.PROGRAMMING CALENDAR AND COURSE OUTLINE

*NOTE:* As a general rule, assignments and due dates will not vary from this schedule. Any changes will be announced in advance of the due dates for assignments.

	TOPIC	ASSIGNMENT
Jan. 19	<p>Course / syllabus overview            Module 1: Foundational Issues            Doing Practical Theology            Youth Ministry as Ecclesiology            Issues of Pastoral Theology            Theological Starting Points for Ministry</p>	<p>Reading Packet:            “What is a Theologian?”            “Ch. 1 – Fessing Up” in <i>Starting Right</i>            “Ch. 1 – Putting Youth Ministry Into Perspective” in <i>Reaching a Generation</i></p>
Jan. 20	<p>Cultural and Historical Look at Adolescence</p>	<p>Reading Packet            “Ch. 2 – Adolescence as a Cultural Invention” in <i>Handbook YM</i>            “Ch. 1 – The Teenage Mystique” and            “Ch. 2 – Only a Phase” in <i>Rise &amp; Fall Am. Teen</i>            “Back to the Future” in <i>CEJ 1999</i></p>
Jan. 21	<p>Adolescent Development Issues : Physical, Social, Cognitive, Emotional, Identity, and Faith</p>	<p>Reading Packet:            “Chapter 4 – Cognitive Development” in <i>Adolescence</i>; and            “Ch. 5 – Vanishing Markers” in <i>All Grown Up and No Adolescence</i>            “Ch. 10 – Self and Personal Identity” in <i>Adolescence</i>            “Ch. 3 – A Theology for Pacing, Then Leading” in <i>Shaping the Spiritual</i>;            “Ch. 9 – Principles of Christian Formation” and “Ch. 11 – Cycle of Christian Formation in Adolescence” in <i>On The Way</i></p>
Jan. 22	<p>Module 2: Models and Current Practices of Youth Ministry            Theology, Programming and Context</p>	<p>Reading Packet: “Ch. 4 – A Sociological Framework for Doing Youth Ministry” in <i>Reaching a Generation</i> and            “Ch. 18 – Community Context” in <i>Starting Right</i>  <u>B&amp;W</u>, pp. 3-190</p>

Jan. 23	Traditional Models of Youth Ministry An Alternative Paradigm: The Godbearing Life	<u>FBYM</u> , pp. 15-210 <u>GL</u> , pp. 11-102 <u>C&amp;A</u> (online)
Jan. 26	Re-thinking Practices of Youth Ministry:	<u>GL</u> , pp. 139-205
Jan. 27	Calendaring, Programming, Budgeting	
Jan. 28	Leadership Styles and Development Working with Volunteers Legal and Safety Issues	<u>BSS</u> , pp. 7-223
Jan. 29	Evaluation, Resourcing and Networking Youth Worker Panel (tentative)	

## **XI. Grading Rubrics**

### **A. Media Focus Rubric**

Instructor handout	/10	
Provided instructor with all requested information re. video.		
Connection to class	/40	
Properly demonstrated a connection between the media piece and adolescence and/or youth ministry.		
Time limit	/10	
Clip was no more than five minutes long and the ensuing explanation was no more than five minutes long.		
Speaking ability	/30	
Student was able to express his ideas clearly and concisely.		
Writing Style	/10	
Reflects graduate level work.		
TOTAL		/100

For “A” level work, the paper:

- +Clearly and concisely states the thesis or question to be undertaken.
- +No grammatical errors or infelicitous constructions or misspellings.
- +Presents its argument in an exemplary fashion, particularly as regards concision and clarity.
- +Draws a powerful conclusion that clearly relates the argument to the thesis.
- +Contains minimal to no distractive material.
- +Demonstrates clear evidence of deep and substantive reflection.
- +Demonstrates exemplary research and use of sources.

For “B” level work, the paper:

- +Clearly states the thesis or question to be undertaken.
- +Contains few grammatical errors or infelicitous constructions or misspellings.
- +Presents its argument in a reasonably clear and concise fashion.
- +Draws a substantive conclusion that relates the argument to the thesis.
- +Contains minimal distractive material.
- +Demonstrates clear evidence of substantive reflection.
- +Demonstrates cautious and substantive research and use of sources.

For “C” level work, the paper:

- +Attempts to clearly state the thesis or question to be undertaken.
- +Contains frequent grammatical errors or infelicitous constructions or misspellings.
- +Presents its argument in a fashion that is hard to follow and exhibits too much “subjectivity” (i.e., becomes more of an opinion piece).
- +Attempts to conclude in a fashion that relates the argument to the thesis.
- +Contains significant distractive material.
- +Demonstrates little evidence of substantive reflection.
- +Demonstrates little evidence of substantive research

For “D/F” level work, the paper:

- +Largely fails to identify a thesis or question.
- +Contains many grammatical errors/ infelicitous constructions/misspellings.
- +Presents little to no argument, and is mostly an opinion piece.
- +Draws no meaningful conclusion.
- +Minimal or no evidence of substantive reflection or research.

NAME: \_\_\_\_\_

GRADE: \_\_\_\_\_

## YOUTH MINISTRY PORTFOLIO EVALUATION

Ministry context Adequately describes both church and community context (especially youth contexts)	/10
Mission statement Emerges out of theological doctrine	/10
Goals of youth ministry Goals are clearly stated, have measurable standards, and point to mission statement and doctrine.	/10
Model of youth ministry Model stated and explained in relation to doctrine and mission statement	/10
Leadership approach adequately stated Approach meshes with model and uses existing resources	/10
Church and community resources Resources adequately researched and has balance between the two areas	/10
Calendar Reflective of doctrine, mission statement, balance and model	/10
Annotated bibliography Sources are representative of field and current	/10
Synthesis of material Portfolio reflects class reading, lectures, discussions, and personal critical thought.	/10
Writing Style Reflects graduate level work	/10

**TOTAL**

**/100**

## **BIBLIOGRAPHY**

### THEOLOGICAL MODELS OF YOUTH MINISTRY

Dean, Kendra Creasy. Practicing Passion. Grand Rapids: Eerdmans, 2004. (EVANGELICAL WITH A DECIDEDLY WESLEYAN SLANT)

DeVries, Mark. Family-Based Youth Ministry. Downers Grove, IL InterVarsity Press, 1994. (EVANGELICAL)

Grant, Jacquelyn. "A Theological Framework" in Working with Black Youth, edited by Charles R. Foster and Grant S. Shockey. Nashville: Abingdon, 1989. (BLACK THEOLOGY)

King, Mike. Presence-Centered Youth Ministry. Downers Grove, IL: InterVarsity Press, 2006. (EVANGELICAL WITH AN ANCIENT-FUTURE SLANT)

Martinson, Roland. Effective Youth Ministry. Minneapolis: Augsburg, 1988. (LUTHERAN)

Myers, William. Theological Themes of Youth Ministry. New York: The Pilgrim Press, 1987. (CHURCH CALENDAR-BASED)

Ng, David. Youth in the Community of Disciples. Valley Forge, PA: Judson Press, 1984. (REFORMED)

### HISTORY OF YOUTH AND YOUTH MINISTRY

Hine, Thomas. The Rise and Fall of the American Teenager: A New History of the Adolescent Experience. New York: Perennial, 1999.

Kett, Joseph. Rites of Passage: Adolescence in America 1790-Present. New York Basic Books, 1977.

Pahl, Jon. Youth Ministry in Modern America 1930 to the Present. Peabody, MA: Hendrickson, 2000.

Senter, Mark. The Coming Revolution in Youth Ministry. Wheaton, IL: Victor Books, 1992.

### DEVELOPMENTAL ISSUES

Erikson, Erik. Youth, Identity and Crisis. New York: W.W. Norton, 1968.

Fowler, James W. Stages of Faith: The Psychology of Human Development and the Quest for Meaning. San Francisco: Harper & Row, 1981.

Jones, Stephen D. Faith Shaping: Youth and the Experience of Faith (revised). 1987.

Loder, James E. The Logic of the Spirit: Human Development in Theological Perspective. San Francisco: Jossey-Bass Publishers, 1998.

Muus, Rolf E. Theories of Adolescence (Sixth Edition). New York: McGraw Hill, 1996.

Parks, Sharon. The Critical Years: The Young Adult Search for a Faith to Live By. 1986.

Wilhoit, James C. and Dettoni, John M. Nurture That is Christian: Developmental Perspectives on Christian Education. Grand Rapids, MI: Baker, 1995.

## YOUTH AND CULTURE

Mueller, Walt. Engaging the Soul of Youth Culture: Bridging Teen Worldviews and Christian Truth. Downers Grove, IL: InterVarsity Press, 2006.

Mueller, Walt. Understanding Today's Youth Culture (revised). Wheaton, IL: Tyndale, 1999.

Warren, Michael. Youth, Gospel, Liberation. San Francisco: Harper and Row, 1987.

## PROGRAMMING

Benson, Peter, and Eugene Roehlekepartain. Beyond Leaf Raking: Learning to Serve, Serving to Learn. Nashville: Abingdon, 1993.

Fields, Doug. Purpose-Driven Youth Ministry. Grand Rapids: Zondervan, 1998.

Harris, Maria. Portrait of Youth Ministry. New York: Paulist Press, 1981.

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Middendorf, Jon. Worship-Centered Youth Ministry. Kansas City: Beacon Hill, 2000.

Robbins, Duffy. Youth Ministry Nuts and Bolts. Grand Rapids: Zondervan, 1990.

## COUNSELING YOUTH

Davis, Patricia. Counseling Adolescent Girls. Minneapolis: Fortress Press, 1996.

Jones, Reginald, ed. Black Adolescents. Berkeley: Cobb and Henry, 1989.

Parrott, Les. Helping the Struggling Teenager. Grand Rapids: Zondervan, 2000.

Shelton, Charles. Counseling Adolescents. New York: Crossroad, 1991

**READING REPORT: CED640 (January 2009)**  
**Due March 2, 2009**

**Name:** \_\_\_\_\_

**I have read (not just skimmed) all course readings *except* for the following:**