



# Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/333-6254

---

**Nazarene Theological Seminary  
CED770: Field Curriculum in CE:  
Postmodern Youth Conference, Olathe KS  
& Youth Specialties Conf. St. Louis MO Fall 2007**

Course Facilitator: Brian Hull, Nazarene Youth International

Contact information: [bhull@nazarene.org](mailto:bhull@nazarene.org)

NTS Contact: Dean G. Blevins [dgblevins@nts.edu](mailto:dgblevins@nts.edu)

## **COURSE DESCRIPTION:**

Designated Study (3 hour) Designed to allow students to explore and assess new curricular strategies and products as they emerge in local settings, particularly area conferences and national gatherings.

## **COURSE OBJECTIVES:**

1. Expose oneself to a wide variety of youth ministry philosophies and curricular strategies.
2. Demonstrate ability to filter topics/themes/ presentations theologically and biblically
3. Synthesize the ideas presented into usable information.
4. Integrate compatible ideas into existing youth ministry philosophy.
5. Gain an acquaintance with national and local resources available for equipping ministry enhancement.

## **TEXTBOOKS**

- White, David. *Practicing Discernment with Youth: A Transformative Youth Ministry Approach*. Pilgrim Press, 2004 (209 pages) ISBN 0829816313
- King, Mike. *Presence-Centered Youth Ministry* InterVarsity Press 2006 (187 pages) ISBN 0-8308-3383-8
- Jones, Tony (choose one) *Postmodern Youth Ministry* Zondervan Publishing 2001 (231 pages) ISBN 0-310-23817-x or *Sacred Way: Spiritual Practices for Everyday Life* Zondervan Publishing 2005 (221 pages) ISBN 0-310-25810-3

## **COURSE REQUIREMENTS:**

### Group Meetings and Blackboard Discussion

You will meet together as a group for four-six hours—one hour early in the semester to go over the syllabus and work through the dynamics of registration; one hour while on site for planning and discussion, and one hour after each conference for reflection and debriefing. **Please note that there will be a conference fee of approximately \$300.00 for conference registrations (with five registrants) to be paid through NTS. The fee is independent of the class but reflects a student reduction from the normal conference fee. Arrangements for payment will be explained as they develop.** These fees will need to be paid at the beginning of the semester. The Youth Specialties fee will be coordinated in order to secure a student fee. More information will be made available at the beginning of the class. You will also participate in online discussions between and following conference sessions covering both conference issues and assigned reading (see below). **The first meeting is scheduled for Tuesday, September 04, 2007 at Nazarene Theological Seminary.**

### Convention Participation:

The conferences expose you to many different speakers, each of whom has a specialty in a certain area of ministry. Nowhere else will you find this much youth ministry experience and knowledge in one place. Therefore, it is incumbent on you to take advantage of the seminars and general sessions by attending.

- 1) ***The Postmodern Youth Ministry conference*** (Sept 20-22) provides a more focused theme. Over the course of these four days, you could potentially attend 8-10 hours of instruction. For the purposes of this course, you will need to **attend at least 6 hours of workshops/general sessions**. In addition, you will need to **take a few notes** at each seminar and general sessions you attend
- 2) ***The Youth Specialties conference*** (November 2-5) provides a broader scope of youth ministry options. During the course of these four days, you could potentially attend 25 hours of instruction. For the purposes of this course, you will need to **attend at least 18 hours of workshops/general sessions**. In addition, you will need to **take a few notes** at each seminar and general sessions you attend. Those notes will be compiled and posted on Black Board by **November 23rd 2007**.

### **Meetings both at NTS and Conferences TBD**

#### Prep Reading

Read the assigned texts and offer preliminary reflections (at least four key insights per reading, no more than 2-3 paragraphs per insight) due on Black Board site during assigned sessions between conferences.

#### Conference Integration Paper

From your reading and what you learned at the convention, write a 15-20 page paper that shows how you would integrate these concepts into your vision for youth ministry. Particular attention should be given to the following questions:

- \* Are the authors'/presenters' philosophies about youth ministry compatible with yours? Why or why not? (consider biblical/theological issues as well)
- \* How are the concepts learned at the convention applicable to your ministry? Are there things you learned that would not be applicable? Why?
- \* How does what you have read and heard either encourage or discourage you as you think about youth ministry?
- \* What area of new discovery emerged for you? (This could be something that was an "Eureka" moment or something that you really need to think about some more.) **Due November 30, 2007.**

### **VII. COURSE GRADING PROCEDURES:**

1. Grading: This is a Pass/Fail class. If you do the required work up to standard expectations, you pass. If you don't, you don't. ☺
2. Promptness : All papers and reports should be turned in on the scheduled dates. All work is **due 11:59:00 pm CST on Black Board on dates assigned.**

## Grading Rubrics

### Posting Rubric

	<b>Poor</b>	<b>Below Average</b>	<b>Average</b>	<b>Great</b>
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	
	<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>							