

Course ID:	Course Title:	Winter 2023
ED 643	Contemporary Youth Issues	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Matt Wilks, B.A., M.A.	First Day of Class:	Wed January 11
Days:	Wed and Fri	Email:	mwilks@ambrose.edu	Last Day to Add/Drop:	Sunday January 22
Time:	11:15 am – 12:30 pm	Phone:	403-585-8535 (cell)	Last Day to Withdraw:	Friday March 31
Room:	REL 104	Office:		Last Day to Apply for Coursework Extension:	Monday April 3
Lab/Tutorial:		Office Hours:	Wed/Fri – After Class	Last Day of Class:	Wednesday April 12
Final Exam:	No Final Exam				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

Foundational skills to understand and assess the constantly changing issues of youth culture. Using various resources, students will gain an understanding of issues facing youth in order to build skills to reflect critically and create effective ministry methods and practices.

Expected Learning Outcomes

Upon completion of this course the student should be equipped to:

- Be able to understand several facets of contemporary youth issues gleaned from the exploration of youth issues by specialists in different fields (psychology, sociology, community policing, education, new media, etc.).
- Have the knowledge and skills to critically reflect on contemporary youth issues and their impact on youth culture and be prepared to deal with these issues
- Identify the major cultural influences in the life of an adolescent and address Biblically the issues faced by teenagers in the new millennium.

- Equip youth volunteers, parents of teens and teenagers with a deeper understanding of the world in which they are living.
- Personalize an approach to counselling teenagers that reflects a sensitivity to the reality of the pressures and stresses they face.
- Commit themselves to a ministry posture, which includes the priority of staying abreast of trends in current popular culture.

Textbooks

Erwin, Pamela. *A Critical Approach to Youth Culture: Its Influence and Implication for Ministry*. Grand Rapids: Zondervan, 2010. ISBN-13: 978-0310292944

Kinnaman, David, Matlock, Mark and Hawkins, Aly. *5 Ways for a New Generation to Follow Jesus in Digital Babylon*. Grand Rapids, MI: Baker Books, 2019. ISBN-13: 978-0801013157

Oestreicher, Mark (Author, Series Editor), Dunning, Gemma (Contributor), Woods, Eric (Contributor), Elio, Nick (Contributor), Donaldson, Shelly (Contributor). *4 Views on Pastoring LGBTQ Teenagers: Effective Ministry to Gay, Bi, Trans, Queer, and Questioning Students Among Us*. San Diego, CA: The Youth Cartel. ISBN-13: 978-1942145363

Course Schedule

Week #1: Course Introduction and learning to identify and understand Contemporary Youth Issues

Week #2: Understanding and Theologically reflecting on Contemporary Youth Issues

Week #3: Youth Issues from an Outside the Church Perspective Including Substance Abuse

Week #4: Eating Disorders, Weight Bias and Gender Formation Issues in Youth Culture

Week #5: Prolonged Adolescence and Disenfranchisement with the organized church

Week #6: Research around Faith Formation in Canada

Week #7: Self-Esteem, Self Harm & Pornography in Youth Culture

Week #8: How to work and be with call others to work with youth successfully.

Week #9: Youth Culture and New Media

Week #10: Creating Effective Contextual Methodologies and Ministry Practices

Week #11: What's next in youth ministry?

Week #12: Housekeeping

Requirements:

(1) Pop-Culture Magazine/Online Article/Summary

Search through a number of magazines or online articles that you think a teen would read. Note that teens will normally read magazines/articles for the next developmental stage above them. Therefore, this would mean that 14-year-old girls would be reading "Seventeen," and high school guys may be reading "Men's Health."

Choose 1 youth magazine/online article....

A) In one paragraph review the overall “look and feel” presented. Describe what you imagine would be the impression it would leave upon a teen reading it.

B) Next write a critique of about 200-250 words responding from a concerned adult’s point of view to 1 article in the magazine/online resource. Why do you struggle/celebrate with what is being shared in the article?

C) Photocopy the article/take a screenshot and attach it to your assignment.

Grade Weight: 10%

Length: 1 Page

To be uploaded to Moodle by 11:59 pm on January 20

(2) Youth Issue Research Projects (2)

This project is made of 2 parts:

A. The Package

B. Class Presentation

This project is NOT meant to be a typical term paper. Think of it as a “package” of gathered data, written material and ministry tools related to the topic you choose. The project should reflect significant effort in an area of personal interest.

You will need to get professor approval before you proceed with beginning your research project.

A. Your package could include: a literature review, charts, graphs, illustrations, case studies, the results of interviews or surveys you put together, video or audio segments, a Biblical perspective, the outline of a talk you would do to teens on the subject, an annotated bibliography on the topic, etc. I expect a comprehensive look at the topic you choose and the evidence of some practical, helpful material in dealing with the issue. Your package should include 6-8 pages of your own writing and 8-12 pages of photocopied material, relevant media, etc.

B. Develop a 10-minute class presentation on your topic that will help others understand the immensity of your topic. Use creativity in your presentation and have a summary handout for each class member (1-2 pages) including websites that would provide helpful information.

Grade Weight: 40% (20% each research project)

Length: As noted above

To be uploaded to Moodle by 11:59 pm on March 1 and March 29

(3) Reading & Reflection.

Each to be posted on Moodle prior to class on the due date.

All the required reading texts must be read in their entirety by the due date. We will be discussing the books in class and you will need to demonstrate that you read the book by your participation in the classroom discussions.

You are required to write a 1 page reflection on each book. In this reflection please interact with what you learned, don't tell me about the writing ability of the author. Tell me what you see about yourself as a result of using the book 'as a mirror'.

Hint: Read these as if you were going to have a conversation about the content....

1. A Critical Approach to Youth Culture - January 27
2. 4 Views on Pastoring LGBTQ Teenagers - February 15
3. 5 Ways for a New Generation to Follow Jesus in Digital Babylon - March 15

Grade Weight – 30% (10% for each Reading Reflection)

To be uploaded to Moodle by 11:59 pm on the above dates.

(4) A Biblical Perspective on Current Culture

The best way to understand the dynamics of guilt, shame, bitterness, unforgiveness, or any of the issues addressed in this course is to examine the Scriptures. For this assignment, you will have to search the Scriptures topically for the subject of guilt and forgiveness or any of the other issues raised in this course. Write a carefully structured 45 minute small group or youth group Bible Study.

Evaluation:

Content 80% - The Bible Study has quality material and is written in an interesting way. Detail, references, completeness, integration of course content, Biblical support and real world approach will be considered.

Style & Format 10% - This must be a creative, well written Bible Study that would be interesting for senior high school students.

Grammar & Spelling 10% - The Study should be flawless with excellent grammar and perfect spelling.

Grade Weight: 10%

To be uploaded to Moodle by 11:59 pm on April 7

(5) Class Participation

You will receive full marks if you are present and actively participate in class discussions.

Grade Weight: 10%

Attendance:

In order to benefit from this course, each student is expected to attend and participate in all classes. Since this course is preparation for full time ministry, you are expected to not miss any of the scheduled classes. A student missing more than 20% of scheduled classes will not receive a passing grade for the course. In the cases of severe or prolonged illness, or other extenuating circumstances, the Academic Dean may grant exceptions.

In regards to late assignments... this course is designed to prepare you for professional youth ministry. Incomplete work and missed deadlines are not acceptable in the professional field. Start to plan your schedule to make deadlines and be prepared for those unexpected things that pop into your life. Therefore, all assignments must be turned in on time on the assigned date. Grades will be severely affected for any assignment turned in after the deadline.

All assignments must be submitted to receive a passing grade in the class.

Grade Summary:

The available letters for course grades are as follows:

Grade	Interpretation	Grade Points
A+	Mastery: Complete Understanding of Subject Matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-Developed Understanding of Subject Matter	3.30
B		3.00
B-		2.70
C+	Basic: Developing Understanding of Subject Matter	2.30
C		2.00
C-		1.70
D+	Minimal Pass: Limited Understanding of Subject	1.30
D		1.0
F	Failure: Failure to Meet Course Requirements	0.00
P	Pass	No Grade Points

Letter Grade	%	Description
A+	97-100	
A	93-97	Mastery
A-	90-93	
B+	87-90	
B	83-87	Proficient
B-	80-83	
C+	77-80	
C	73-77	Basic
C-	70-73	
D+	67-70	
D	60-67	Minimal Pass
F	0-59	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Important Information:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets

to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services.

Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.