

Course ID:	Course Title:	Winter 2019
ED 643	Contemporary Youth Issues	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Tues/Thurs	Instructor:	Matt Wilks, B.A, M.A.	First day of classes:	January 3, 2019
Time:	8:15 – 9:30 am	Email:	mwilks@ambrose.edu	Last day to add/drop, or change to audit:	January 13, 2019
Room:	A2133	Phone:	403-585-8535	Last day to request revised exam:	March 11, 2019
Lab/Tutorial:	None	Office:		Last day to withdraw from course:	March 22, 2019
		Office Hours:	Tues/Thur – After Class	Last day to apply for coursework extension:	March 29, 2019
Final Exam:	None			Last day of classes:	April 5, 2019

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.
- Have the knowledge and skills to create and adjust ministry methodologies and practices for the constantly changing youth culture landscape.
- Identify the major cultural influences in the life of an adolescent.
- Feel a growing freedom to discuss issues of relevance with an adolescent.
- Address Biblically the issues faced by teenagers in the new millennium.
- Be prepared to deal with an adolescent in crisis e.g. suicide, pregnancy, etc.
- Equip parents of teens with a deeper understanding of the world in which their children are living.
- Articulate the legal ramifications of various adolescent issues.

- Assist an adolescent in developing Biblically based evaluative skills relative to the cultural influences in his/her life - particularly with regard to the media.
- Personalize an approach to counselling teenagers that reflects a sensitivity to the reality of the pressures and stresses they face.
- Minister more effectively in the complex adolescent culture of this generation.
- Articulate more intelligently the place that ministry to adolescents will have in his/her future.
- 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

Mark Oestreicher (Author, Series Editor), Gemma Dunning (Contributor), Eric Woods (Contributor), Nick Elio (Contributor), Shelley Donaldson (Contributor). *4 Views on Pastoring LGBTQ Teenagers: Effective Ministry to Gay, Bi, Trans, Queer, and Questioning Students Among Us*. 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 Summary

Go to a library, a local store or a stand where magazines are sold. Thumb through a number of magazines that teens would read. Note that teens will normally read magazines 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....

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. Based on your understanding from this course, refute any irresponsible or erroneous views advocated by the magazine. Begin your critique by summarizing the article that you read.

C) Photocopy the article and attach it to your assignment.

Grade Weight: 10%

Length: 1 Page

To be uploaded to Moodle prior to the beginning of class on January 17

(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.

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%

Length: As above

To be uploaded to Moodle prior to the beginning of class on February 28 and March 21

(3) Book Review

Write a five-page book review of the main texts for the course. (A Critical Approach to Youth Culture: Its Influence and Implication for Ministry by Pamela Irwin and 4 Views on Pastoring LGBTQ Teenagers: Effective Ministry to Gay, Bi, Trans, Queer, and Questioning Students Among Us by Mark Oestreicher and friends. The content but also demonstrate your knowledge of the book through your interactions, agreements and disagreements with its content.

Grade Weight: 20%

Length: 5 pages

To be uploaded to Moodle prior to the beginning of class February 7.

(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%

Length: Enough material for a 45 minute Bible Study or Small Group Study

To be uploaded to Moodle prior to the beginning of class March 7.

(5) Reading

Submit an answer to the statement in Moodle reporting the percentage of reading done.

Grade Weight: 10%

To be uploaded to Moodle prior to the beginning of class April 4.

(6) 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:

<u>Letter Grade</u>	<u>%</u>	<u>Description</u>
A+	97-100	
A	93-97	Excellent
A-	90-93	
B+	87-90	
B	83-87	Good
B-	80-83	
C+	77-80	
C	73-77	Satisfactory
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 College-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 Academic Policies:

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. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. 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.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

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 college. 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.

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