

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

YOUT 630

CONTEXTUALIZATION OF EVANGELISM AND DISCIPLESHIP IN YOUTH MINISTRY

COURSE DESCRIPTION

A study of the philosophy, principles, and practices of evangelizing and discipling middle and high school age students within the context of their own diverse cultures. Certain “axioms” and “paradigms” of adolescent ministry will be examined and evaluated for their effectiveness as tools for understanding and reaching students with the gospel.

RATIONALE

YOUT 630 is consistent with the program learning outcomes of scholarship, research, and professional communication based upon the course’s learning outcomes that consist of a synthesis that includes analysis, comparisons, examinations, and identification of student ministry, resulting in the construction of a student ministry strategy that balances evangelism and discipleship.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Word
- E. School of Divinity Writing Guide:
<https://www.liberty.edu/divinity/index.cfm?PID=28160>

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Analyze the contexts of generational culture, Generation X, Millennials, Generation Z, Digitals, represented with student ministry.
- B. Evaluate the effectiveness of select evangelistic methodologies within youth ministries for the purpose of implementation.
- C. Identify student ministry axioms and paradigms essential for effective student ministry.
- D. Recognize characteristics that are associated with middle and high school students.
- E. Construct a strategy of student ministry that incorporates evangelism and discipleship.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (2)

Discussion Boards are collaborative learning experiences. Therefore, the student will complete 2 Discussion Board Forums throughout the course. The purpose of Discussion Board Forums is to generate interaction in regards to relevant current course topics. The student is required to submit 1 thread of at least 250 words. The student must submit 2 replies of at least 100 words each. For each Discussion Board Forum, the student must support his/her assertions with at least 2 citations in current Turabian format. Acceptable sources include textbooks, the Bible, websites, personal interviews, course lectures, etc. (MLO: B, D).

- D. Book Critiques (2)

The student will write a 5–7-page summary (not including the title page and bibliography) on each of the following textbooks: the Vukich and Vandegriff textbook, *Timeless Youth Ministry* (Book Critique 1), and the Stearns textbook, *The Hole in Our Gospel* (Book Critique 2). These must include the following sections: Introduction, Summary, Personal Response, and Conclusion. The student must remember to use quotations from the book. The student must refer to the grading rubric found in Blackboard for complete assignment requirements (MLO: B, C).

E. Generational Interviews

The student is expected to interview 4 individuals from 4 different generations including: Baby Boomers, Gen X, Gen Y, and Gen Z. These individuals are to be identified based upon the descriptions in the video presentation. Personal interviews are recommended but are not required. The student may use other means to get his/her interviews. Once the student has secured his/her interview, the student must synthesize the individuals' responses including, but not limited to, an introduction, summary, personal observations, ministry implications, and conclusion. The student must include confirmations or comparisons with assigned readings (these will make up his/her citations/footnotes) (MLO: A, D).

F. Personal Reflection Paper

The personal reflection assignment requires the student to synthesize his/her readings, both from this course as well as others, personal reading and required reading, juxtaposed with the student's own experience, to develop his/her own perspective on student evangelism. This must be described succinctly in the form of an axiom(s). This perspective must include the student's own personal position and practice of evangelism. The student can include an explanation of his/her own spiritual gifts as well as his/her personality type. Emphasis must also be on the student's personal convictions on evangelism as well as how it can be demonstrated corporately within a student ministry. This paper can be written as a narrative (MLO: E).

G. Field Experience Report

The emphasis of this assignment is twofold: the observation of and participation in a local ministry/service and writing a description of that experience.

The student will identify a local ministry and observe its operation. The student will pre-determine the ministry's relationship to student ministry and use this as a criterion for selection. This can include, but is not limited to, local church or para-church ministries. It could also include social service ministries (i.e., Christian-based boys/girls homes/shelters, youth centers, mentoring/tutoring, and clothing/food). This field experience must include conversations with those in leadership as well as those who benefit from the ministry. There is no specified length of time for participation/observation, but, to get the full benefit of this experience, the student should plan on being at the site for an evening, afternoon, shift, or during daylight hours (MLO: E).

H. Strategy Paper

The Strategy Paper is a compilation of all video presentations, required readings, and assignments. The expectation of this assignment is that the student develops a plausible strategy of evangelism and discipleship for a current student ministry (can be his/her own church or ministry) (MLO: E).

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (2 at 50 pts ea)	100
Book Critiques (2 at 100 pts ea)	200
Generational Interviews	200
Personal Reflection Paper	100
Field Experience Report	200
Strategy Paper	200
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. Style Guidelines

All assignments for this course are to be formatted in accordance with the [LUSD Writing Guide](#) and the latest edition of the Turabian style manual (*A Manual for Writers of Research Papers, Theses, and Dissertations*). Discussion assignments and essay examinations may use the parenthetical citation style. All other written assignments should use the footnote citation style. Supplemental writing aids are available via the [Online Writing Center](#).

D. Extra Credit

No additional “for credit” assignments will be permitted beyond those given in the course requirements stated above.

E. Course Changes

Course requirements are subject to change by the administration of the University at any time with appropriate notice.

F. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty’s [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

COURSE SCHEDULE

YOUT 630

Textbooks: Aldrich, *Lifestyle Evangelism* (1993).
 Jacober, *The Adolescent Journey* (2011).
 McKee, *Connect: Real Relationships in a World of Isolation* (2009).
 Stearns, *The Hole in Our Gospel* (2009).
 Vukich & Vandegriff, *Timeless Youth Ministry* (2002).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Vukich & Vandegriff: chs. 1–11 1 presentation	Course Requirement Checklist Class Introductions DB Forum 1	10 0 50
2	Vukich & Vandegriff: chs. 12–22 1 presentation	Book Critique 1	100
3	Jacober: entire text 1 presentation 3 websites	Generational Interviews	200
4	Aldrich: entire text 1 presentation	Personal Reflection Paper	100
5	McKee: entire text 1 presentation	DB Forum 2	50
6	Stearns: pp. 1–170 1 presentation	Field Experience Report	200
7	Stearns: pp. 171–281 1 presentation	Book Critique 2	100
8	Synthesis of all required textbooks 1 presentation	Strategy Paper	200
TOTAL			1010

DB = Discussion Board

NOTE: Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.