



CEYH6333 Teaching Youth the Bible

New Orleans Baptist Theological Seminary
Christian Education Division
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The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

The Purpose of the Course

The purpose of this course is to educate students on the many aspects of teaching the Bible to teenagers, and to give students useful tools for the life-changing, biblical education of teenagers.

Core Values

Doctrinal Integrity – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

Spiritual Vitality – We are a worshiping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

Mission Focus – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. For 2015-2016 academic year the Core Value is *Mission Focus*.

Curriculum Competencies Addressed

This course will address the following curriculum competencies:

Disciple Making: Students will engage in learning activities designed to master the biblical imperative of discipling others, both adult volunteers and teenaged learners.

Servant Leadership: Students will develop skills in serving teenaged learners and their co-laborers in this ministry, adult volunteers.

Interpersonal relationships: Students will interact in class and online in learning activities designed to strengthen their interpersonal skills and communication techniques.

Course Description

Students will focus on learning how to teach teenagers the Bible. Class content includes exploring current youth culture, the teenaged learner, developmental theory, programming, organization, budgeting, curriculum, and the learning environment. At-length discussions stretch the student to comprehend the difference between concrete and abstract thought and the creative application of these concepts as it pertains to teenagers within the local church and its ministries. Students will explore youth culture and its impact on the way teenagers learn new information is explored throughout the semester. Written assignments, a group project, classroom discussion, and online interaction between instructor(s) and students make up the learning activities of this class.

Student Learning Outcomes

Upon completion of this course you will be able to:

1. Understand the cognitive, social, physical, moral, and spiritual development stages of adolescence. (cognitive)
2. Appreciate the need to understand the current youth culture and teenagers' spiritual needs. (affective)
3. Present a learning activity tailored to the adolescent learning environment based on an assigned passage of Scripture. (psychomotor)
4. Communicate in an online learning environment [Discussion Board]. (cognitive and psychomotor)

Required Readings

Feinstein, Sheryl G. *Secrets of the Teenage Brain: Research-Based Strategies for Reaching and Teaching Today's Adolescents*. New York: Skyhorse Publishing, 2009.

Ford, LeRoy. *Design for Teaching and Training: A Self-Study Guide to Lesson Planning*. Eugene, OR: Wipf and Stock Publishers, 2002.

Jackson, Allen. *TEACH: The Ordinary Person's Guide to Teaching Students the Bible*. Birmingham, AL: Life Bible Study, 2008.

Course Teaching Methodology

Units

Introduction

Programming Logistics

Adolescent Development

Working with Volunteers
Curriculum
Special Groups
Role of Parents
Learning Styles, Techniques, and Outcomes

Methodology

Methods used in this course include lecture, group work and a group presentation, guest speakers, individual learning assignments, and online interaction.

Format

This course is taught on the main campus in a Tuesday/Thursday format.

Assignments and Evaluation Criteria

A rubric for each of the following assignments may be found on Blackboard in the “Assignments” link.

1. Readings/Assignments:

All readings/assignments should be completed prior to class so you can actively engage in and process all class discussions. The assigned reading for each class period appears in the “Course Schedule” section of the syllabus. Reading is extremely important as class discussions will not cover all of the assigned reading material but are designed to supplement text reading and provide opportunities to process what you have read. A minimum of one to two hours of reading and studying is needed to prepare for each class. *This assignment is related to Student Learning Outcome #1.*

2. Discussion Board: (10%)

Due: See Course Schedule

In order to help you become informed about the teenaged learner, online interaction throughout the semester is necessary. The online environment is one teenagers are extremely familiar with and learning to communicate in that environment will add a tool for you to utilize in the biblical education of teenagers. The Discussion Boards will allow you to express your opinion in a written, cordial but informal manner. The Discussion Board topics will deal with teenagers and social media, as well as ways to enhance biblical education at times outside of Sunday or Wednesday. Your Discussion Board submission is due at the designated time. The assignment is successfully completed after an initial posting is made [by you] and two responses to your colleagues are uploaded to the Discussion Board. Your initial posting is due by 11:59pm central time on the designated date. Your two responses to your classmates are due by 11:59pm central time on the designated date. *This assignment is related to Student Learning Outcomes #2 and #4.*

3. Examinations: (20% each/Total=40%)

Due: Midterm 10/13

Final 12/15

You are expected to take all examinations at the scheduled times. Unless otherwise indicated, exams are NOT open book/open note. Tests will cover materials presented through class discussions, presentations, and assigned reading. Exams will consist of objective questions (true/false and multiple choice) and subjective questions (essay/short answer). **If needed,**

students may request a late final exam from the Graduate Dean's office. The final exam is comprehensive. *These assignments are related to Student Learning Outcome #1.*

4. Learning Activity Group Presentation (15%)

Due: 12/8

You will be assigned to a group, and your group will be assigned a passage of Scripture for the Learning Activity Group Presentation. Your group will utilize the designated class time (see Course Schedule) and time outside of class to analyze the assigned passage and to create a learning activity designed to educate teenagers on your assigned Scripture passage. You are welcome to be as creative as you like, keeping in mind your group must rely on principles gleaned from the course readings and lectures. Presentation length is 25 minutes. Each group member will need to contribute to the Learning Activity Presentation. A rubric will be provided prior to group assignments showing how the Presentation will be evaluated. *This assignment is related to Student Learning Outcome #3.*

5. Learning Activity Group Write-Up (15%)

Due: 12/8

Each group will submit ONE write-up describing their learning activity. The group write-up should be no less than two pages, double spaced and include:

- the Scripture reference assigned
- the complete transcript of assigned passage/verses
- the Bible version your group chose to use
- a step-by-step description of the learning activity presentation and the rationale of including each aspect (For this section of the write-up, it is imperative for your group to show an understanding of the principles discussed in Ford's text.)

This assignment is related to Student Learning Outcomes #2 and #3.

6. Adolescent Development Research Paper (10%)

Due: 9/22

Choose one aspect of adolescent development (physical, cognitive, social, moral/spiritual) and write a 5-page research paper detailing the major theorists associated with the developmental theory, the stages of development, and its application to teaching teenagers the Bible and youth education. Include no less than six sources. The research paper must include proper Turabian formatting, including page numeration and title page. Submit a physical copy of the research paper at the beginning of class on the date it is due. *This assignment is related to Student Learning Outcome #1.*

7. Class Participation (10%)

You are expected to participate fully throughout the course. This portion of the course grade will be evaluated by the professor with regard to attendance, meaningful participation, assignment completion, the timely submission of assignments, and evidence of engagement with course materials. You begin with 100. The class participation grade will be reduced one point for each absence. A rubric for class participation may be found in Assignments Upload. *This assignment is related to Student Learning Outcomes #1 and #2.*

Course Evaluation

Blackboard Interaction	10%
Examinations (2)	40%
Learning Activity Group Presentation	15%
Learning Activity Group Write-Up	15%
Ad Development Research Paper	10%
Participation	10%

Course Policies

Absences: You are permitted a maximum of 9 hours of absence from this course. However, participation in this course is partially based on attendance. You cannot participate if you are absent.

Academic Honesty Policy: All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Assignment Formatting: Unless otherwise noted, all assignments are to be created in Turabian format. All written assignments must be submitted as printed documents, written in third person unless otherwise instructed, and created in 12 pt. Times New Roman font.

Assignment Submission: For NOBTS on-campus students: All assignments are to be submitted in hard copy form at the beginning of class on the deadline day. For CIV students in other locations: All assignments are to be submitted to Blackboard by the beginning of class on the due date unless otherwise indicated. Do not send files as attachments via email to the professor. For technical reasons, this mode of file transmission is extremely inefficient.

Classroom Decorum: Your participation is required for every class session. You are expected to:

- Come to the class with a constructive point of view, prepared to interact with the readings and resources related to the course topic.
- Dress appropriately and in accordance with the NOBTS Student Handbook.
- Turn off cell phones and ignore any calls and/or text messages during class.
- Use laptops appropriately during class.

Electronic Devices: Electronic devices may be used in class only for taking notes and other activities assigned by the professor. Other activities are strictly prohibited. Laptops may not be open during presentations unless requested by the presenter. Phones must be silenced during class time. Any student found violating this policy may be asked to leave class and will be counted absent.

Grading Scale: Your final grade will be based on your total accumulation of points as indicated under the *Assignments and Evaluation Criteria* section of this syllabus according to the grading scale in the NOBTS 2015-2016 catalog.

A 93-100 B 85-92 C 77-84 D 70-76 F 69 and below

Late Assignments: Only under extreme circumstances, and with prior approval, will a late assignment be accepted. Late assignments will be assessed an initial 10 percent penalty and 1 percent for each day after the due date (i.e. 10/1 points for a 100 point assignment, 3/.3 points for a 30 point assignment). No assignments will be accepted more than two weeks after the original due date. Missed presentations may not be made up.

Netiquette: Appropriate Online Behavior: Each student is expected to demonstrate appropriate Christian behavior when working online. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Plagiarism: A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are strictly forbidden. *Although anything cited in three sources is considered public domain, we require that all sources be cited.* Any infraction will result in failing the course. Any infraction will be reported to the Dean of Students for further action.

Professor's Absence or Tardiness: If the professor is late in arriving to class, you must wait a full 20 minutes after the start of class before you may leave without being counted absent, or you must follow any written instructions that may be given to you.

Recording Policy: Recordings of class, including any audio and/or video recordings, regardless of the media or format, and regardless of the intended or actual use, are not permitted without prior written permission of the professor. The class will be notified in advance should any such recording be approved. This policy is intended to protect the privacy of the students.

Revision of the Syllabus: The course syllabus is not a legal contract. Any syllabus revision will be preceded by a reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the professor. Notice of such changes will be by announcement in class or by email notice.

Withdrawal from the Course: The administration has set deadlines for withdrawal. These dates and times are published in the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor can't issue a withdrawal. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in the course if you choose not to attend once you are enrolled.

Additional Information

Blackboard and SelfServe: You are responsible for maintaining current information regarding contact information on Blackboard and SelfServe. The professor will utilize both to communicate with the class. Blackboard and SelfServe do not share information so you must update each. Assignment grades will be posted to Blackboard. You will need to enroll in the course on Blackboard.

Correspondence with the Grader: You should contact the grader via email at ree.reinhardt@gmail.com. The grader responds to email during normal business hours, 8 a.m. and 5 p.m. on weekdays only. The grader may not respond to late night or weekend e-mails until regular “business” hours. Please respect the grader’s personal time. Remember, graders are students as well and have their own coursework and research to complete. Please be respectful in the language you use in your emails to the grader.

Correspondence with the Professor: Every effort is made to respond to emails and phone calls within 24-48 hours, excluding weekends. Please feel free to contact the professor with any question you may have regarding this course.

Hurricane/Severe Weather Evacuation: For up-to-date weather information stay tuned to:

- WBSN FM-89.1
- WWL Channel 4
- WWL AM-870
- www.nobts.edu

Mandatory Evacuation: Hurricane season lasts from June 1 to November 30. If the Mayor or the President of NOBTS recommends that you leave the city, then do so. If a mandatory evacuation is called everyone except emergency personnel must leave. Staying on campus is not an option. See the *Student Handbook* for further information regarding hurricane preparedness, evacuation, and shelter.

NOBTS Emergency Text Messaging Service: Once you have established a SelfServe account you may sign up for the NOBTS emergency text messaging service by going to <http://nobts.edu/NOBTSEmergencyTextMessage.html> .

Office Hours: Tuesdays and Thursdays: 9-12 or by appointment

Special Needs: If you need an accommodation for any type of disability, please set up a time to meet with the professor(s) to discuss any modifications you may need that are able to be provided.

Technical Support: Need technical assistance? Contact the ITC using the following contact information.

Selfserve@nobts.edu Email for technical questions/support requests with the Selfserve.nobts.edu site (access to online registration, financial account, online transcript, etc.)

BlackboardHelpDesk@nobts.edu Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com

ITCsupport@nobts.edu Email for general technical questions/support requests.

504.816.8180 Call for any technical questions/support requests.
www.NOBTS.edu/itc/ General NOBTS technical help information is provided on this website.

Course Schedule

Week	Date	Topic	Assignment
1	Tuesday 8/25	Syllabus Day <i>(Semester Overview)</i>	Secure required textbooks
INTRODUCTION			
1	Tuesday 8/25	Basic Youth Ministry Model Youth Culture <i>(part 1)</i>	Jackson, ch. 1-2
2	Tuesday 9/1	Youth Culture <i>(part 2)</i>	Jackson, ch. 3
2	Tuesday 9/1	Evaluating the Teaching Ministry Sustaining the Teaching Ministry	Jackson, ch. 4-5
PROGRAMMING LOGISTICS			
3	Tuesday 9/8	Weekly Teaching Moments <i>(open groups, closed groups, midweek, Sundays)</i>	Blackboard Discussion 1 due
3	Tuesday 9/8	Budget Teaching/Curriculum Calendar	
ADOLESCENT DEVELOPMENT			
4	Tuesday 9/15	Overview <i>(physical, mental, emotional, social, moral/spiritual)</i>	Feinstein, ch. 1 Responses to BB 1 due
4	Tuesday 9/15	Brain Development & Piaget <i>(concrete to abstract thought)</i>	Feinstein, ch. 2-3
5	Tuesday 9/22	Erickson & Marcia (Identity) Gender	Feinstein, ch. 4-5 Research Paper Due
WORKING WITH VOLUNTEERS			
6	Tuesday 9/29	Small Group Dynamics	Blackboard Discussion 2 due
6	Tuesday 9/29	Risk Management Spiritual Nurture of Adult Volunteers	
7	Tuesday 10/6	Recruiting & Enlistment	Responses to BB 2 due
7	Tuesday 10/6	Catch-Up & Review	
8	Tuesday 10/13	Midterm Exam	Complete in-class Exam

Week	Date	Topic	Assignment
CURRICULUM			
9	Tuesday 10/20	<i>No Class</i>	<i>Fall Break</i>
10	Tuesday 10/27	Taxonomy Choosing Literature vs. Writing Your Own	Review Jackson, p. 48-51
10	Tuesday 10/27	Preparing the Lesson Delivering the Lesson	Ford, Unit 3 Review Jackson, ch. 3
11	Tuesday 11/3	Teacher/Learner Environment	Feinstein, ch. 7
SPECIAL GROUPS			
11	Tuesday 11/3	6 th graders & 12 th graders Special Needs Gender/Sexual Identity	
ROLE OF PARENTS			
12	Tuesday 11/10	Partnering with Parents for Discipleship	
LEARNING STYLES, TECHNIQUES, & OUTCOMES			
12	Tuesday 11/10	Learning Styles <i>(of the teacher AND the learner)</i>	Review Jackson, p. 64-66 Blackboard 3 due
13	Tuesday 11/17	Gardner's Multiple Intelligence Theory	Review Jackson, p. 41
13	Tuesday 11/17	Levels of Learning	Ford, Units 4-5 Responses to BB 3 due
14	Tuesday 11/24	<i>No Class</i>	<i>Thanksgiving Break</i>
15	Tuesday 12/1	Designing Learning Activities for Teens	Ford, Units 6-7
15	Tuesday 12/1	Group Work: Design a Learning Activity	
16	Tuesday 12/8	Group Presentations	Write-Up of Group Learning Activity (1 per group)
16	Tuesday 12/8	The Student's Attitude	Ford, Unit 9 Complete the Study Guide

***The professor reserves the right to change topics/dates as necessary (see course policies).**

Selected Bibliography

- Arnett, Jeffrey J. *Adolescence and Emerging Adulthood: A Cultural Approach*, 5th ed. Boston, MA: Pearson, 2013.
- _____. *Emerging Adulthood: The Winding Road from the Late Teens through the Twenties*, 2nd ed. New York: Oxford University Press, 2015.
- Atkinson, Harley. *Ministry with Youth in Crisis*. Birmingham, AL: Religious Education Press, 1997.
- Boyd, Danah. *It's Complicated: The Social Lives of Networked Teens*. New Haven, CT: Yale University Press, 2014.
- Detweiler, Craig. *Halos and Avatars: Playing Video Games with God*. Louisville, KY: Westminster John Knox Press, 2010.
- Dolgin, Kim G. and F. Philip Rice. *The Adolescent: Development, Relationships, and Culture*, 12th ed. Boston, MA: Pearson, 2008.
- Elmore, Tim. *Generation iY: Our Last Chance to Save Their Future*. Atlanta, GA: Poet Gardner Publishing, 2010.
- Epstein, Robert. *Teen 2.0: Saving Our Children and Families from the Torment of Adolescence*. Fresno, CA: Quill Driver Books, 2010.
- Feinstein, Sheryl G. *Secrets of the Teenage Brain: Research-Based Strategies for Reaching and Teaching Today's Adolescents*. New York: Skyhorse Publishing, 2013.
- Fields, Doug and Duffy Robbins. *Speaking to Teenagers: How to Think About, Create, and Deliver Effective Messages*. Grand Rapids, MI: Zondervan/Youth Specialties, 2007.
- Ford, LeRoy. *Design for Teaching and Training: A Self-Study Guide to Lesson Planning*. Eugene, OR: Wipf and Stock Publishers, 1978.
- Gardner, Howard and Katie Davis. *The App Generation: How Today's Youth Navigate Identity, Intimacy, and Imagination in a Digital World*. New Haven, CT: Yale University Press, 2013.
- Jackson, Allen. *DISCIPLE: The Ordinary Person's Guide to Discipling Teenagers*. Birmingham, AL: YM360, 2015.
- _____. *TEACH: The Ordinary Person's Guide to Teaching Students the Bible*. Birmingham, AL: Life Bible Study, 2008.

- _____ and Dwayne Ulmer. *Introducing the 21st Century Teenager*. Nashville, TN: Lifeway Press, 2001. Available as a free download at: http://media.wix.com/ugd/a64705_8e080a932baeba52503e7fb1ebe1f80e.pdf
- Johnston, Kurt and Tim Levert. *The 9 Best Practices for Youth Ministry*. Loveland, CO: Group/Simply Youth Ministry, 2010.
- Kageler, Len. *Youth Ministry in a Multifaith Society: Forming Christian Identity Among Skeptics, Syncretists, & Sincere Believers of Other Faiths*. Downers Grove, IL: IVP Books, 2014.
- Mueller, Walt. *Engaging the Soul of Youth Culture: Bridging Teen Worldviews and Christian Truth*. Downers Grove, IL: IVP Books, 2006.
- _____. *Understanding Today's Youth Culture: For Parents, Teachers, and Youth Leaders*, 2nd ed. Wheaton, IL: Tyndale House Publishers, 1999.
- _____. *Youth Culture 101*. Grand Rapids, MI: Zondervan/Youth Specialties, 2007.
- Olson, Ginny and Mike Work. *Youth Ministry Management Tools 2.0: Everything You Need to Successfully Manage Your Ministry*. Grand Rapids, MI: Zondervan/Youth Specialties, 2014.
- Robbins, Duffy. *Building a Youth Ministry that Builds Disciples: A Small Book About a Big Idea*. Grand Rapids, MI: Zondervan/Youth Specialties, 2011.
- Tapscott, Don. *Grown Up Digital: How the Net Generation is Changing Your World*. New York: McGraw Hill, 2009.

*A complete bibliography is available online at www.youthministryinstitute.org .