



CEYH6342

Communication and Evangelism for Youth Audiences

New Orleans Baptist Theological Seminary
Christian Education Division
April 21-23, 2016

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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.*

Purpose of the Course

The purpose of this course is to prepare students to be effective communicators of biblical truth with youth audiences. The content of this course includes audience analysis, sermon preparation, delivery techniques, examination of youth culture and learning styles, and evaluation.

Core Value Focus

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 that Core Value is *Mission Focus*.

Curriculum Competencies Addressed

This course will address the following curriculum competencies:

1. *Biblical exposition*: Students will understand, value, and demonstrate biblical preaching to youth audiences.
2. *Theological and historical perspective*: Right theology is imperative for the youth communicator.
3. *Effective servant leadership*: Learners will demonstrate an appreciation for servant leadership as an important quality in effective communication.
4. *Interpersonal relationships*: Interaction with an audience is a key aspect of the course.
5. *Disciple making*: While public speaking alone is not adequate for discipleship, it is a launching point for small groups.
6. *Worship leadership*: The message as a part of the total worship experience is examined.
7. *Spiritual and character formation*: The character of the communicator can enhance or undermine from the message.

Course Description

Students learn about principles of preaching and audience analysis via lecture and dialog. During the course, students prepare age and attention span-appropriate messages for youth audiences. Students “preach” the message to the class and, on completion, they are evaluated by fellow students. The content of this course includes audience analysis, sermon preparation and storyboarding, delivery techniques, and evaluation.

Student Learning Outcomes

By the end of this course you should be able to:

1. Understand contemporary youth and their culture. (cognitive)
2. Identify basic communication and audience analysis principles. (cognitive)
3. Learn how to adapt communication skills to youth audiences. (affective)
4. Appreciate appropriate ways for adults to relate to youth and their culture, within the boundaries of sound hermeneutic principles. (affective)
5. Evaluate the messages prepared and presented by peers. (affective)
6. Develop basic communication skills. (psychomotor)
7. Prepare a youth targeted message. (psychomotor)
8. Present a youth targeted message. (psychomotor)

Required Readings

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

Required Texts

Fields, Doug and Duffy Robbins. *Speaking to Teenagers: How to Think About, Create, & Deliver Effective Messages*. El Cajon, CA: Zondervan, 2007.

Karia, Akash. *How To Deliver A Great TED Talk: Presentation Secrets Of The World's Best Speakers*. Lexington, KY: Amazon, 2012.

Jackson, Allen. *Teach: The Ordinary Person's Guide to Teaching Students the Bible*. Birmingham, AL: Clarity Publishers, 2008.

Optional Resources:

Davis, Ken. *How to Speak to Youth and Keep Them Awake at the Same Time*, revised edition. Grand Rapids, MI: Zondervan, 1996.

Gallo, Carmine. *Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds*. New York, NY: St. Martin's Griffin, 2014.

Keller, Timothy. *Preaching: Communicating Faith in an Age of Skepticism*. New York, NY: Viking, 2015.

Nelson, Alan. *Creating Messages that Connect: 10 Secrets of Effective Communicators*. Loveland, CO: Group Publishing, 2004.

Smith, Robert and James Earl Massey. *Doctrine That Dances: Bringing Doctrinal Preaching and Teaching to Life*. Nashville, TN: B&H Publishing, 2008.

Stanley, Andy. *Communicating for Change*. Colorado Springs, CO: Multnomah Books, 2006.

Course Teaching Methodology

Units of Study

- Introduction
- Knowing Your God
- Knowing Your Strategy
- Knowing Your Audience
- Know Your Text
- Know & Own The Room
- Know Your Style
- Know How to Seal the Deal
- Know How To Evaluate

Teaching Method. Methodology will include lectures by the professor(s), review of student presentations, small and large group activities, demonstrations, pre- and post- assignments, and class discussion.

Assignments and Evaluation Criteria

Pre-Assignments (Before Coming to Class)

1. Read *Speaking to Teenagers: How to Think About, Create, and Deliver Effective Messages* and *How To Deliver A Great TED Talk: Presentation Secrets Of The World's Best Speakers*. After you read each book, write a **two-page summary** of the contents, including strengths, weaknesses, and areas in which you personally need to develop as a communicator.
2. Create a "Listening Guide" to critique a youth message that you will watch (in class). Include the following:
 - a. Observe dress
 - b. Content
 - c. Style/body language
 - d. Mannerisms

- e. Illustrations
 - f. Invitation
 - g. Anything he/she could have done differently to appeal to youth audiences?
 - h. Takeaways for you personally?
 - i. Other remarks/complete your critique
3. Read Dr. Jackson's book, *Teach*. Be prepared to discuss the content; particularly how discipleship and evangelism are connected.
 4. Each student will watch/listen to one podcast (your choice) of a professional youth speaker and make notes (one to two pages). Use the listening guide you created above and turn in your notes on the first day of class.
 5. Prepare a rough draft of a sermon (TED talk) for a youth audience. Use the following guidelines:
 - a. Identify a goal and a bible text. You should use a text you have been drawn to in your personal bible study and not one that just "sounded good".
 - b. Use Field's and Robbin's STICK method to prepare an outline of a youth message.
 - c. Identify the life change that you would suggest as the theme of your message.
 6. Youth Culture update: surf a few websites, read several articles, watch a couple of tv shows, and/or talk to multiple Christian and non-Christian teenagers. Make observations about youth culture. Bring a list of five current trends, events or stories involving teenagers. For each entry on the list:
 - a. Provide documentation for each item. For example, "USA Today, March 10, 2016" or "Conversation/observation in the mall, February 14, 2016").
 - b. Explain in one or two sentences how this might be used as an illustration in a youth-directed message.
 - c. Identify a biblical text that might be illuminated or amplified by using this trend, event, or story.

During the Course

1. Attend each session of the *Communication and Evangelism for Youth Audiences* weekend. You may not miss any sessions of the weekend workshop.
2. Discussion summary notes: A discussion of Robbins and Fields' book and Karia's book will take place. Each student will contribute to the discussion using any notes taken while reading Jackson's book as well as any insights from pre-assignments. It is expected that you will hand-write additional notes on your summary as you listen to your colleagues. *Leave a blank page behind each cover sheet for this purpose.* Following the discussion, you will turn in your summaries, complete with individual notes. Students will be asked to discuss the application of the principles of the text to various situations.
3. Using the library and computer lab as resources, students will spend some time "enhancing" the youth message outline. Based upon classroom discussion, students will add details, exegesis, and illustration to their message.
4. Presentations on *Teaching 21st Century Teenagers* and *Connecting Evangelism with a disciple-making Strategy (ERUPT)* will take place.
5. Present an 8-10 minute message (10 minute cut-off) using the rough draft that has now been developed, but without having any notes except in your Bible (post-it or typed outline). We are not looking for perfection—we will critique each other in a loving and helpful way. You may use whatever format for construction that is most helpful to you.

Post-Workshop Assignment

1. Each student will prepare a final manuscript of the message for a youth audience. Add as necessary, elements discussed in class, including video clips, Power Point (or Media Shout) slides, or objects illustrations. This is a word for word manuscript, not an outline. For the creative elements, a paragraph of summary is sufficient within the manuscript.
2. Each student will read *Teach* (Jackson) and write a two-page summary of the content. Conclude your paper with a one-page summary of what you can change as a communicator based on reading, discussion, and observations from the workshop. Include a cover page and first person is acceptable.

Course Grading

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| <i>Speaking to Teenagers</i> Summary and Notes | 10% |
| <i>How To Deliver a Great TED Talk</i> Summary and Notes | 10% |
| <i>Teach</i> Summary and Notes | 10% |
| Podcast Critique | 10% |
| Youth Culture Illustrations | 10% |
| Youth Message Outline | 10% |
| Preach | 20% |
| Youth Message Final Manuscript | 20% |

Course Due Dates

All pre-assignment requirements must be completed and turned in the first day of class. All post-assignments must be submitted to the Dr. Sullivan no later than **Monday, May 23, 2016**. Electronic submission is not accepted. Mail assignments to:

Youth Ministry Institute
c/o NOBTS
3939 Gentilly Blvd.
New Orleans, La 70126

Course Schedule

1. Introduction (Sullivan)
 - a. Introductions/Course Overview/Course Requirements
 - b. Foundation: Ministry of the Word
 - i. Personal application of the Word to family, neighbors, friends, etc.
 - ii. Writing, blogging, disciple-making and mentoring, etc.
 - iii. Preaching the Word in a public assembly vs. small group bible study
 - iv. Jesus' model of disciple-making
 - c. Discuss articles at tables, view videos of professional speakers, and make observations
 - d. Transformational preaching
2. Knowing Your God
 - a. Group work to guide discussion of *How to Deliver a Great TED Talk* (Sullivan)
 - b. Discussion of textbook: *How to Deliver a Great TED Talk* (Sullivan)
 - c. Discussion of textbook: *Speaking to Teenagers* (Sullivan)

3. Knowing Your Strategy (Special Guest: Dr. Allen Jackson)
 - a. Devo: Outline Psalm 1 with a view to an evangelistic invitation. Start with the end and plan to the beginning
 - b. Connecting Evangelism with a Disciple-making Strategy (Sullivan)
 - c. Examples of mental outlines (Hook, Book, Look, Took--Me We God You We, etc.)

4. Knowing Your Audience
 - a. *Teaching 21st Century Teenagers* (Sullivan)
 - b. Youth culture reports, stories and discussion (Jackson/Sullivan)
 - c. Discussion of textbook: TEACH (Jackson)

5. Knowing Your Text (Jackson)
 - a. Hermeneutics, Exposition and Construction. The purpose and primacy of the Bible.
 - b. Meditation break: Quiet Time Use Matthew 4:1-11 on screen with the following instructions: "Illustrate this text three ways: a personal experience, a current event, and a story you have heard" This is a good place to bring in the youth culture articles (graduate) or preaching articles (undergrad) you read/researched as a pre-assignment.
 - c. Choosing the topic
 - d. Developing the message (ABC; MEA, CET, HBLT, MWGYW)

6. Knowing and Owning The Room (Jackson)
 - a. Audience analysis and connection(on the fly)
 - b. Speaking to the saved vs. speaking to the lost
 - c. Visualize
 - d. The editing process

7. Knowing Your Style (Jackson)
 - a. Variety
 - b. Personal Style
 - c. Elements (humor, illustrations, video, stories)
 - d. Refining your Style

8. Knowing How to Seal the Deal (Special Guest: Dr. Gevan Spinney)
 - a. Clarity: gospel presentation terms, goals, location, and timing.
 - b. Call: public vs. private response, music, counselors, a prayer?, various types of invitations, etc.
 - c. Conviction: role of the preacher, role of the Holy Spirit, a passionate appeal, and seal the deal, etc.

9. Knowing How to Evaluate (Sullivan and Jackson)
 - a. Students deliver youth messages (TED Talks).
 - b. Evaluation of youth messages and closing remarks.

Course Policies

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 Word documents, written in third person unless otherwise instructed, and created in 12 pt. Times New Roman font. PDFs will not be accepted.

Assignment Submission: All assignments are to be submitted to Blackboard by 11:59 p.m. of 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.

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.

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

Correspondence with the Grader: You should contact the grader via email at (*Jessica--jacksonsec@nobts.edu*) 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(s) with any question you may have regarding this course.

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> .

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 today:
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.If you experience any problems with your Blackboard account you may email BlackboardHelpDesk@nobts.edu or call the ITC at 504-282-4455, ext. 8180.

Selected Bibliography

Dever, Mark and Greg Gilbert. *Preach: Theology Meets Practice*. Nashville, TN: Broadman Publishing, 2012.

Galli, Mark and Craig Larson, *Preaching that Connects*. Grand Rapids, MI: Zondervan, 1994. ISBN 0-310-38621-1.

Miller, Calvin. *The Empowered Communicator: 7 Keys to Unlocking an Audience*. Nashville, TN: Broadman Publishing, 1994.

Oestreicher, Mark, ed. *Great Talk Outlines for Youth Ministry*. El Cajon, CA: Zondervan/Youth Specialties, 2001. ISBN: 0-310-23822-6

Rainer, Thom and Jess W. Rainer. *The Millennials: Connecting to America's Largest Generation*. Nashville, TN: Broadman Publishing, 2011.

Shaddix, Jim and Jerry Vines. *Power in the Pulpit*. Chicago, IL: Moody Press, 1999.

Shaddix, Jim. *Passion Driven Preaching*, Nashville, TN: B&H Publishing, 2003.

Stone, Dave. *Refining Your Style*. Loveland, CO: Group Publishing, 2004.

Webb, Joseph A. *Preaching Without Notes*. Nashville, TN: Abingdon Press, 2001.

Well, Richard and Luter A. Boyd. *Inspired Preaching*. Nashville, TN: Broadman & Holman Publishers, 2002.

Additional sources including websites and articles and a full bibliography may be found online:
www.youthministryinstitute.org.