



CEAD8305 Ministry to Young Adults

New Orleans Baptist Theological Seminary

Fall Trimester September 13-15, 2021

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New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Course Catalog Description

Students will explore and evaluate generational characteristics, values and lifestyles and their influence on strategies and methods for reaching, leading, teaching, and ministering to young adults. Young adult responses to organizational design and leadership styles will be considered.

Student Learning Outcomes

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

- Identify current sociological, psychological, and developmental issues affecting the ministry to and education of young adults.
- Discuss challenges, concerns, and opportunities related to reaching and teaching young adults in the church or other ministry settings.
- Integrate young adult education and ministry models and processes into his ministry.

Course Requirements

Textbook:

You are expected to read all of the following:

Parr, Steve and Tom Crites. *Why they Stay: Helping Parents and Church Leaders Make Investments That Keep Children and Teens Connected to the Church for a Lifetime.* Bloomington, IN: WestBow Press, 2015 (ISBN: 978-1-5127-0883-7)

Setran, David P and Chris A. Kiesling. *Spiritual Formation in Emerging Adulthood: A Practical Theology for College and Young Adult Ministry.* Grand Rapids, MI: Baker Books, 2013 (ISBN: 978-0-8010-3956-0)

White, James Emery. *Meet Generation Z: Understanding and Reaching the New Post-Christian*

World. Grand Rapids, MI: Baker Publishing, 2017. (ISBN: 978-0801017018)

And ONE of the following:

Dunn, Richard and Jana Sundene. *Shaping the Journey of Emerging Adults*. Downers Grove, IL: Intervarsity Press, 2012

Elmore, Tim. *Marching Off the Map: Inspire Students to Navigate a Brand New World*. Atlanta: Poet Gardener, 2017. (ISBN: 978-0996697064)

Kinnaman, David. *You Lost Me: Why Young Christians Are Leaving Church and Rethinking Faith*. Grand Rapids: Baker Books, 2011. (ISBN: 978-0-801-0134-0)

Powell, Kara and Steven Argue. *Growing With: Every Parents Guide to Helping Teenagers and Young Adults Thrive in their Faith, Family, and Future*. Grand Rapids: Baker Books, 2019 (ISBN: 978-0801019265)

Seemiller, Corey and Meghan Grace. *Generation Z Goes to College*. San Francisco: Jossey-Bass, 2016. (978-1119143451)

White, James Emery. *The Rise of the Nones: Understanding and Reaching the Religiously Unaffiliated*. Grand Rapids, MI: Baker Books, 2014 (ISBN:978-0-8010-1623-3)

Seminar Requirements

Before the Seminar

1. Foundations Paper: (10%)

Each student will write a 4-5 page paper offering a sociological and theological foundation for ministry to young adults. The paper should have three primary sections.

- a. Definitions and parameters of the people group identified as “Young Adult.”
- b. Biblical and theological principles supporting a ministry to young adults.
- c. A brief reflection on implications for ministry.

Complete this assignment before beginning the others. **Email paper to professor before midnight on Sunday, September 12.**

2. Book Summary (10%)

Each student will complete a 4 page summary and review of a specific assigned textbook. Copies of student summaries will be provided to all seminar participants via Blackboard. Students will be expected to lead a class discussion regarding the contents of the assigned text. Students should email professor top three choices of book assignment. Assignments will be made by August 6, 2021.

- Each summary should include a brief summary of the book, key ideas and principles, strengths and weaknesses of the author’s position, points of agreement and disagreement, and application. The application section should be related to the student’s personal ministry context and should identify at least five potential application points.

Email summary to professor before midnight on Sunday, September 12. Each student will lead a seminar discussion of the assigned textbook (See Assignment #6 below).

3. Ten Questions: (5%)

Each student will identify major life needs, challenges, opportunities, or issues related to ministry with young adults and generate a list of 10 questions based on the reading assignments. Proposed questions should reflect significant concepts addressed in the texts and the implications to various ministry contexts. **Email questions to professor before midnight on Sunday, September 12.**

4. Resource Contribution (10%)

All students in the seminar are expected to contribute resources such as: books, blogs, websites, articles, dissertations, projects, etc on Blackboard Discussion Board. A brief narrative entry of 2-4 sentences along with a reference citation should be included. **Each student should submit at least six resources before midnight on Sunday, September 12.**

5. Interviews (15%)

Each student will interview at least 7 young adults from a variety of backgrounds (be sure to include some unchurched and/or dechurched). Use the following list of questions in the interview. The questions are based on Christian Smith's research on what he calls Moral Therapeutic Deism. The same five questions below should be posed and responses recorded. Prepare a brief written summary (4-5 pages) of the interviews highlighting the most salient responses and your personal observations. **Email paper to professor before midnight on Sunday, September 12.** Be prepared to discuss your conclusions during the seminar.

- a. What is the religious background of you and your family members?
- b. Do you believe God exists and created the world and watches over human life on earth? If so, explain by recalling an example of God's watch-care over the Earth.
- c. Do you believe the central goal of life is to be happy and to feel good about oneself? Describe a time when this was true of your life experience.
- d. True or false: God wants people to be good, nice, fair, to each other, as taught in the Bible and by most world religions. If true, explain why the Bible is true.
- e. True or false: God does not need to be particularly involved in one's life except when God is needed to resolve a problem. Why or why not?

During the Seminar

6. Textbook Presentation and Discussion (5%)

Students must read all the primary textbooks and be prepared to discuss key ideas, theological framework, and practical applications addressed in each. Each student will lead seminar discussion of the textbook assigned by the professor for the Book Summary (Assignment #2). Be prepared to introduce the book, the author(s), and main ideas/key points – then prompt discussion by asking questions and waiting for responses.

7. Seminar Participation (5%)

Each student must be an active participant in all sessions of the seminar. Note: The seminar actually begins with the receipt of the syllabus and continues until all assignments are completed and submitted. The seminar does not consist only of the class time component.

After the Seminar

8. Young Adult Profiles (20%)

After the seminar each student will create profiles of designated categories or subgroups of young adults. Seminar participants will collaboratively design a template as part of the learning experience on day two of the seminar. Student will use this template as a starting point for the assignment. Profiles should include United States nationwide demographic information for each where possible. Characteristics such as religiosity, lifestyle, socioeconomic status, and marital status, should be discerned from the assigned readings, seminar exercises and supplemental resources. Include appropriate and relevant ministry resources (books, articles, websites, blogs, etc) for each subgroup. Lastly, the profile should demonstrate the ministry opportunity for each subgroup for the local church. Email the assignment to the professor. **Email paper to professor before midnight Sunday, December 5.**

9. Abbreviated Strategic Ministry Plan (20%)

Each student will prepare an abbreviated strategic ministry plan for ministry to young adults in his/her church or ministry situation. Instructions will be provided during the on-campus portion of the seminar with regard to the scope and length of the report. It is anticipated that the paper will follow a format created from a synthesis of the presented material. Email the assignment to the professor. **Email paper to professor before midnight Sunday, December 5.**

Evaluation of Grade

The student's grade will be computed as follows:

Foundations Paper	10%
Book Summary	10%
10 Questions	5%
Resource Wiki Contribution	10%
Interviews	15%
Presentation	5%
Participation	5%
Young Adult Profiles	20%
Strategic Ministry Plan	20%

Class Schedule

Projected Seminar Schedule (subject to change)

The seminar is scheduled to meet from 1:00 to 9:00 p.m. on Monday, September 13, and 8:00 a.m. - 4:00 p.m. Tuesday and Wednesday. All times are Central Time and include breaks and meal times.

Monday, September 13

1:00 - 1:30pm Introductions and Seminar Overview

1:30 - 3:00pm Class Discussion: Foundations Paper

3:00 - 3:15pm Break

3:15 - 4:30pm Book Discussion: Primary Textbooks

4:30 - 5:00pm Break

5:00 - 6:30pm Book Discussion: Primary Textbooks (Continued)

6:30 - 7:00pm Wrap Up & Dismiss

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Tuesday

8:15 - 8:30am Devotion

8:30 - 10:00am Class Discussion: Begin Profile Construction

10:00 - 10:15am Break

10:15 - 11:45am Class Discussion: Interviews

11:45 - 1:00pm Lunch

1:00 - 2:30pm Class Discussion: Interview Debrief (continue profile construction)

2:30 - 2:45pm Break

2:45 - 4:00pm Secondary Textbook presentations

Wednesday

8:15 - 8:30am Devotion & Review

8:30 - 10:00am Secondary Textbook presentations, cont'd

10:00 - 10:15am Break

10:15 - 11:45am Opportunities, Challenges and Barriers to Young Adult Ministry

11:45 - 1:15pm Lunch

1:15 - 2:30pm Ministry Impact and Application

2:30 - 4:00 pm Conclude Profile & follow up assignments.

Course Policies

Reading Assignments

Students are responsible for completing all reading assignments.

Classroom Parameters

Please arrive on time.

Turn off or silence mobile phones. Utilize laptops and other technology for class purposes only.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

Participate in class and group discussions.

Professor's Policy on Late Assignments

All work is due on the assigned date and time in the syllabus. Assignments are due before midnight on the day they are due. Late assignments will be penalized an initial 10 percent penalty and one percent for each day after the due date. No assignments will be accepted more than two weeks after the original due date. Submit all assignments electronically on Blackboard. Do not send files as attachments via email to the professor.

Professor's Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time.

Style and Formatting

All assignments are to be typed, double-spaced with a 12-point font, Times New Roman, with 1-inch margins. Include your name, date of submission, and the assignment title on the cover page.

Help for Writing Papers at “The Write Stuff”

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian helps and guidelines.

In addition, the website Grammarly (www.grammarly.com) will help you become a better writer. Eazypaper (www.eazypaper.com) will help you automatically format your sources.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Please be aware that plagiarism in certain cases may result in expulsion from the seminary. Refer to the NOBTS Student Handbook <http://www.nobts.edu/resources/pdf/student-services/NOBTSHandbook.pdf> where the definition, penalties and policies associated with plagiarism are clearly defined.

Blackboard and ITC Technical Support

Blackboard is the instructional platform used in this class. Please make sure that your contact information is accurate and up-to-date. If you need assistance, please contact the Information Technology Center (Hardin Student Center 290 or call **504.816.8180**). Here are other helpful links to ITC assistance. Selfserve@nobts.edu - Email for technical questions/support request for help with the site (Access to online registration, financial account, online transcript, etc.) BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard System. For Student Assistance in using Blackboard, visit: [Student Bb Help](#). ITCSupport@nobts.edu - for general technical questions/support requests. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Academic Policies

Academic policies related to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Graduate Catalog](#).

Grading Scale

Each student's 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 catalog.

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

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>.

Selected Bibliography

Anderson, Ray. *Something Old/Something New: Marriage and Family in a Postmodern Culture*. Eugene, OR: Wipf and Stock Publishers, 2007.

Atkinson, Harley, ed. *Handbook of Young Adult Religious Education*. Birmingham: Religious CEAD8305 Ministry to Young Adults

- Education Press, 1995.
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- Elmore, Tim. *Generation Yi: Our Last Chance to Save their Future*. Atlanta, GA: Poet Gardner, 2010
- Fagerstrom, Douglas L. *Baker Handbook of Single Adult Ministry*. Grand Rapids, MI: Baker Books, 2004.
- Isaac, E. Paulette, ed. *Expanding the Boundaries of Adult Religious Education: Strategies, Techniques, and Partnerships for the New Millennium*. San Francisco: Jossey-Bass, 2012.
- Franck, Dennis. *Reaching Single Adults: An Essential Guide to Ministry*. Grand Rapids: Baker Books, 2007
- Kinnaman, David. *Unchristian: What a New Generation Really Thinks About Christianity*. Grand Rapids, MI: Baker Books, 2007.
- _____. *You Lost Me: Why Young Christians Are Leaving Church and Rethinking Faith*. Grand Rapids, MI: Baker Books, 2011.
- Marston, Cam. *Motivating the "What's In It for Me?" Workforce*. Hoboken, New Jersey: Wiley & Sons. 2007
- McIntosh, Gary. *One Church, Four Generations: Understanding and Reaching All Ages in Your Church*. Grand Rapids, MI: Baker Books, 2002.
- Merriam, Sharan B. and Rosemary S. Caffarella. *Learning in Adulthood: A Comprehensive Guide*, 2nd edition. San Francisco: Jossey-Bass, 2014.
- McKee, Jonathan, and Thomas McKee, *The New Breed: Understanding and Equipping the 21st Century Volunteer*. Loveland: CO: Group. 2008.
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- Rainer, Thom S. and Jess W. Rainer. *The Millennials: Connecting to America's Largest Generation*. Nashville, TN: B & H Publishers, 2011
- _____, Thom and Sam Rainer. *Essential Church?: Reclaiming a Generation of Dropouts*. Nashville: B & H Publishing, 2008.
- Setran, David P and Chris A. Kiesling. *Spiritual Formation in Emerging Adulthood: A Practical Theology for College and Young Adult Ministry*. Grand Rapids, MI: Baker Books, 2013
- Stetzer, Ed, Jason Hayes, and Richie Stanley. *Lost and Found: The Younger Unchurched and the Churches that Reach Them*. Nashville: Broadman & Holman, 2009
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