

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

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| Course | ENGAGING THE NEXT GENERATION YMIN 0697 1S (SEMINARY) CHRI 3573 1S (UNDERGRADUATE STUDIES) |
| Date, Time, and Delivery Format | JUNE 19 – 23, 2023 MONDAY TO FRIDAY, 10:00 AM – 4:00 PM SYNCHRONOUS ONLINE |
| Instructor | SARAH HAN, PhD Email: shan@tyndale.ca |
| Class Information | The classes will be livestreamed from Monday to Friday from 10:00 AM – 4:00 PM. Office Hours: By appointment only |
| Course Material | Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only. |

Tyndale Undergraduate students may enroll in this course under the following course code:

CHRI 3573

NOTE: This course is joint-listed between Undergraduate Studies and Seminary. It is a graduate level course and operates on the Seminary schedule related to reading days, start and end of semester, exam schedule and according to the Seminary Academic Calendar.

I. COURSE DESCRIPTION

The Next Generation (early, middle, late and extended adolescence) is in a time of focused self-definition. They face “big questions” coloured by culture and their development. This course will identify how to bring the gospel to the Next Generation’s questions. Learning styles,

teaching strategies, and curriculum offerings are examined in relation to creative communication and teaching with adolescents. Special attention is given to their narratives and storytelling.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Identify the major issues that this generation is facing
2. Distinguish the major cultural drivers that espouse these values
3. Examine how the developmental tasks of early, middle, late adolescents and college-aged young people affect their learning styles
4. Develop a span of content over a four year period
5. Employ skills in communicating to the next generation
6. Apply skills in storytelling

III. COURSE REQUIREMENTS

A. REQUIRED READING

Heath, Chip and Heath, Dan. *Made to Stick*. New York, NY: Random House, 2008.

Hiemstra, Rick., Lorianne Dueck and Matthew Blackaby. [*Renegotiating Faith: The Delay in Young Adult Identity Formation and What It Means for the Church in Canada \(Electronic/PDF\)*](#). Toronto: Faith Today Publications, 2018.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room

- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
 - Full name displayed on Zoom and Microsoft Teams for attendance purposes*
 - A commitment to having the camera on to foster community building*
- *exceptions with permission from professor

D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

E. ASSIGNMENTS AND GRADING

- 1) Message Practicum:** Create and deliver a 10 minute message geared to one level of adolescents or college aged students. The student will be evaluated on the class material of communicating to the next generation. (25%) **Due during the week of class**
- 2) “Made to Stick” Application:** Outline the book “Made to stick.” Discuss how each section relates to communication specifically to the next generation. Specific, creative applications to ministry need to be outlined for each section. 10 pages (25%) **Due July 14th**
- 3) Renegotiating Faith:** Chose five positive findings in Renegotiating Faith study and write an outline of how you build these values into a youth ministry context. 10 Pages (25%) **Due July 21st**
- 4) Next Generation Interaction:** Interact with 3 teenagers and write a paper of their responses. Identify cultural values seen in the teens’ responses that were discussed in class and how this affects how you will engage with this generation in the future. This exercise is for skill development and not for research purposes. No data or names of individuals will be used for research. Correct ethical guidelines for minors will be followed such as meeting in a public space, with parental permission with a full explanation of what it is for and that the conversation will be used in a paper with no use of names.
 Questions: What is it like being a teenager today? Who is someone you look up to? What is it about them you admire? Talk about how you would like your future to look like. What do people my age not understand about people your age? What is the best characteristic about your generation? Your friends likely have a wide range of beliefs. How do you work out the differences? What value does the church have for your generation?
 This skill development interaction paper will be 10 pages (25%) **Due July 28th**

Basis of Course Grade:

Your work will be graded for first, completion of instructions (if you do not do what I ask you will receive a “C” or lower). Secondly, understanding of the topic (If you demonstrate a clear understanding, you will receive a “B”). Thirdly, application of theory to practice (If you apply theory to practice you will receive a B+). Fourthly, creativity and freshness of ideas (“A” and “A-” will be reserved for creative solutions).

One letter grade each week will be docked for late papers.

F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

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| Message Practicum | 25 % |
| “Made to Stick” Report | 25 % |
| Renegotiating Faith Report | 25 % |
| Next Generation Interaction Paper | 25 % |
| Total Grade | 100 % |

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the [tip sheet, “How to Cite Sources in Theology”](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism

(including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aau@tyndale.ca) before proceeding.

I. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

June 19th Morning: Course Introduction, developmental tasks of early, middle, late and extended adolescents. What questions are young people asking?

June 19th Afternoon: Relationships verses Program mentality, how can we answer the questions this generation is asking?

June 20th Morning: Renegotiating Faith Report. How do we keep our high school students' faith intact through the transition to further education?

June 20th Afternoon: Developing a four year span of teaching. What knowledge, character, and skills would you teach and repeat for each age group?

June 21st Morning: Philosophy of Education/ Ministry. How does our theology/philosophy paint our practice?

June 21st Afternoon: Aims of teaching, student centered learning, need activation, motivation, disequilibrium and the web of learning

June 22nd Morning: The flow of speaking (essential questions to ask while building a youth talk), Creative ways of teaching youth, including using media.

June 22nd Afternoon: Story-telling principles, dissecting and retelling the Biblical narrative. *Made to Stick* discussion. Message Practicum (marked)

June 23rd Message practicum (marked)

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Barna, George. *Real Teens*. Ventura, CA: Regal, 2001.

Basking, Julia, Newman, Lindsey. *The Notebook Girls*. New York, NY: Warner Books, 2006.

Bibby, Reginald and Donald, Posterski. *The Emerging Generation: An Inside Look at Canada's Teenagers*. Toronto, ON: Irwin, 1985.

Bibby, Reginald and Posterski, Donald. *Teen Trends: A Nation in Motion*. Toronto, ON: Stoddard, 1992.

Bibby, Reginald. *Canadian Teens*. Toronto, ON: Stoddard, 2001.

Bibby, Reginald. *The Emerging Millennials*. Lethbridge, AB: Project Canada, 2009.

Clark, Chap. *Hurt 2.0*. Grand Rapids, MI: Baker Academic, 2012.

Clark, Jerusha. *Inside a Cutter's Mind*. Colorado Springs, CO: Think, 2007.

Devries, Mark. *Family Based Youth Ministry*. Downers Grove, IL: Inter Varsity Press, 2004.

Elkind, David. *All Grown Up and No Place to Go*. Reading, MA: Addison-Wesley Publishing, 1971.

Erikson, Erik. *Identity Youth and Crisis*. New York NY: Norton and Company, 1968.

Erikson, Erik. *Identity and the Life Cycle*, New York, NY: Norton and Company, 1980.

Gerali, Steve. *Teenage Guys*. Grand Rapids, MI: Zondervan, 2006.

Fields, Doug. *Purpose Driven Youth Ministry*. Grand Rapids, MI: Zondervan, 2013.

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Hersch Patricia. *A Tribe Apart*. New York, NY: Ballantine Books, 1998.

Hiemstra, Rick., Lorianne Dueck and Matthew Blackaby. [*Renegotiating Faith: The Delay in Young Adult Identity Formation and What It Means for the Church in Canada*](#). Toronto: Faith Today Publications, 2018.

Howe, Neil and Strauss, Bill. *Millennials Rising*. New York, NY: Vintage, 2000.

Creasy Dean, Kenda. *Almost Christian*. New York, NY: Oxford University Press, 2010.

McLaren, Brian. *The Church on the Other Side*. Grand Rapids, MI: Zondervan, 2000.

Muuss, Rolf. *Theories of Adolescence 6th ed.* New York, NY: Radom House, 1996.

Overholt, L. David, Penner, James, *Soul Searching the Millennial Generation*. Toronto, ON: Novalis, 2005.

Overholt, Dave, *Reasons to Believe*. Hamilton, ON: Church on the Rock, 2001.

Parrott, Les. *Helping the Struggling Adolescent*. Grand Rapids, MI: Zondervan, Harper Collins 2014.

Ponton, Lynn. *The Romance of Risk*. New York, NY: Basic Books, 1997.

Richards, Larry. *Youth Ministry*. Grand Rapids MI: Zondervan Publishing, 1985.

Robins, Duffy. *The Ministry of Nurture*. Grand Rapids, MI: Youth Specialties, Zondervan, 1990.

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Smith, Christian, Snell, Patricia. *Souls in Transition*. New York, NY: Oxford University Press, 2009.

Smith, Timothy, *The Seven Cires of Today's Teens*. Nashville, TN: Integrity, 2003.

Stanley, Andy. *The Seven Checkpoints*. Westmore, LA: Howard Publishing, 2001.

Stormmen, Merton, Jones, Karen E., Rahn, Dave. *Youth Ministry that Transforms*. Grand Rapids MI: Zondervan, 2001.