

“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.”

Course	YOUTH AT RISK YMIN 0670 1P (This course is cross-listed with UGS CHRI 3323 / SOCI 3023 1P)
Date, Time, and Delivery Format	JANUARY 14 – APRIL 8, 2025 TUESDAYS 6:45PM – 9:35 PM IN PERSON ONLY
Instructor	JEREMY NG Email: jng@tyndale.ca
Class Information	The classes will be held on Tuesdays 6:45PM – 9:35 PM. This class is in-person. Office Hours: by appointment. <i>This course is joint-listed between Undergraduate Studies and Seminary. It operates on the Undergraduate Studies schedule related to reading days, start and end of semester, exam schedule and according to the Undergraduate Studies Academic Calendar.</i>
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.

I. COURSE DESCRIPTION

Designed to survey issues related to working with youth. Students creatively explore current research, the media of popular culture and stories of their own experience to understand more about serving youth who are physically, emotionally, socially, systemically, or spiritually “at risk.”

Prerequisites: BSTH 101, 102. Same as SOCI 302.

II. LEARNING OUTCOMES

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

1. Explore their own personal narrative and current research to understand more about ministering effectively to youth.
2. Outline different ways of how society creates expectations and pressures on youth.
3. Identify some of the most significant mental health issues facing youth today.
4. Explore different prevention and intervention strategies in serving youth.
5. Develop their own personal worldview and model of how to engage with youth.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Damour, L. (2024). *The emotional lives of teenagers: Raising connected, capable, and compassionate adolescents*. New York, NY: Ballantine Books.

Morgan, N. (2023). *Blame my brain: The amazing teenage brain revealed* (2023 updated ed.). London: Walker Books.

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. 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.

D. ASSIGNMENTS AND GRADING

1. Graphic Novel Response (4-5 pages): 10% + 5% bonus (if you read a 2nd book)

Choose a graphic novel from the list (or get another approved):

New Kid (Jerry Craft), *Almost American Girl* (Robin Ha), *Roll with it* (Jamie Sumner), *Hey, Kiddo* (Jarrett Krosoczka), *Borders* (Thomas King), *How to be Ace* (Rebecca Burgess), *The Times I knew I was Gay* (Eleanor Crewes), *When Stars are Scattered* (Jamieson), *The New Girl* (Calin), *Both can be True* (Machias), *Monstrous: A Transracial Adoption Story* (Myer)

- What did you learn to appreciate as you read through the story?
- What were some of the challenges they experienced?
- What helped? What harmed?
- How do you see their story in the lives of the youth you interact with today?
- As you were listening to their story, what biases and assumptions did you have to process?

2. Reading Response (8-10 pages): 20%

Choose a book from the list (or get another approved):

Raising Cain (Kindlon), *Reviving Ophelia* (Pipher), *The Triple Bind* (Hinshaw), *Colour Matters* (James), *Boys Adrift* (Sax)

- Select three different concepts that you believe to be relevant today. Answer this question: How does the church/Christian culture perpetuate or redeem these concepts (2-3 pages/concept – 25%/concept)
- Conclude with a personal reflection on how these concepts have influenced your life (2-3 pages – 25%)
- NOTE: This is not a book report. Please interact creatively with the text and provide your own examples and stories of how you reached your conclusions.

3. Training Seminar (15-20 Minutes) & Booklet: 20%

- In groups of 2, choose any youth topic (have it approved by Feb. 25)
- Provide an annotated bibliography by Mar 11
- Develop a training seminar for either parents or youth workers about this topic (it can be live or pre-recorded).
- Why is this an issue today? Provide an analysis of trends and stats
- How did this become a problem? Discuss specific risk factors, contributing factors, and protector factors.
- How do we engage with this issue? Talk about possible prevention or intervention strategies.
- Share either a case example or personal story
- Q & A
- Prepare a booklet that you will be able to provide to the class and at least 6 research-based sources

4. Training Reflection (4-5 pages): 10%

- Why was this topic important to you?
- As you were researching this topic, what biases or judgments did you have to process?
- What challenges would you personally face in working with youth who were struggling with these issues? How would you potentially overcome these challenges?

5. Youth Worker Interviews (5-6 pages NOT INCLUDING NOTES): 25%

- Begin to figure out your own approach and style in working with youth
- Interview 2 youth workers (only 1 in a church setting) for at least 30 minutes
- Document your interview (date, time, questions asked, responses, etc.). Hand in your interview notes. Please note they are NOT part of the 5-6 pages of reflection. (Half of the 25%)
- Integrate class discussions, readings, assignments, to reflect on how your approach has changed or what new insights you would want to integrate into your practice. (Half of the 25%)

6. Attendance and Participation: 15%

- In-class participation. (Half of the 15%)
- Regular questions will be posted onto Moodle to be discussed prior to class. Each student is expected to respond and interact with both the professor and other students to advance the discussion. (Half of the 15%)

E. 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 accommodation in place.

F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignments & Evaluation	Due Date	Percentage of Final Grade
Graphic Novel	January 28	10 %
Reading Response	February 14	20 %
Training Seminar	March 11, 18, & 25	20 %
Seminar Reflection	April 1	10 %

Youth Worker Interview	April 11	25 %
Attendance and Participation		15 %
		100 %

G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Your work should demonstrate the following characteristics:

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, “Citing 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.

Tyndale has a subscription to text-matching software called Turnitin. This software is used to ensure the originality of academic writing and to check that all of the sources used have been cited correctly. The instructor for this course will be using this software for the assignments that are submitted through your course resource page at classes.tyndale.ca. When you submit your assignment, you will see a summary of your submission, which includes the file(s) that you submitted as well as a similarity report generated by Turnitin.

Below are some useful resources:

- [Student](#) Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

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 (aa@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

Date:	Lecture:	Assigned Readings:	Assignments:
January 14	Course Introduction Youth Development	Damour, Chap 1 Morgan, Chap 1	
January 21	Youth & Gender Youth & Family	Damour, Chap 2 Morgan, Chap 4	
January 28	Youth & Community Youth & Disengagement	Damour, None Morgan, Chap 3	Graphic Novel Response
February 4	Youth & Mental Health Youth & Self-Harm/Suicide	Damour, Chap 9 Morgan, Chap 5	
February 11	Youth & Technology Youth & Substance Abuse	Damour, Chap 3	Reading Response Due Feb 14
February 18	READING WEEK		
February 25	Youth & Sex	None	
March 4	Youth & Relationships Youth & Dating Violence	Watch Audrie & Daisy	

March 11	LGBTQ+ Youth		Training Annotated Bibliography Due Training Seminar
March 18	Youth & Violence		Training Seminar
March 25	Youth & Homelessness	Damour, None Morgan, Chap 6	Training Seminar
April 1	Youth & Resilience	Damour, Chap 4	Seminar Reflection
April 8	Youth & Healing	Damour, Chap 5	Youth Worker Paper due: April 11

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](#).

Blakemore, S.-J. (2020). *Inventing ourselves: The secret life of the teenage brain*. New York, NY: Public Affairs.

Clark, C. (2011). *Hurt 2.0*. Grand Rapids, MI: Baker Academic.

Clark, J., & Clark, J. (2016). *Your teenager is not crazy*. Grand Rapids, MI: Baker Academic.

Damour, L. (2024). *The emotional lives of teenagers: Raising connected, capable, and compassionate adolescents*. New York, NY: Ballantine Books.

Hinshaw, S., & Kranz, R. (2009). *The triple bind: Saving our teenage girls from today's pressures*. New York, NY: Ballantine Books.

James, C. (2021). *Colour matters: Essays on the experiences, education, and pursuits of Black youth*. Toronto, ON: University of Toronto Press.

Jensen, F., & Nutt, A. (2015). *The teenage brain*. Toronto, ON: Harper Collins.

Kindlon, D., & Thompson, M. (1999). *Raising Cain: Protecting the emotional life of boys*. New York, NY: Ballantine Books.

Morgan, N. (2023). *Blame my brain: The amazing teenage brain revealed* (2023 updated ed.). London: Walker Books.

Pipher, M., & Pipher Gilliam, S. (2019). *Reviving Ophelia: Saving the selves of adolescent girls*. New York, NY: Riverhead Trade.

Pollack, W. (1998). *Real boys: Rescuing our sons from myths of boyhood*. New York, NY: Holt and Co.

Sax, L. (2016). *Boys adrift: The five factors driving the growing epidemic of unmotivated boys and underachieving young men*. New York, NY: Basic Books.

Shatkin, J. (2017). *Born to be wild: Why teens take risks, and how we can help keep them safe*. New York, NY: Penguin Group.

Siegel, D. (2014). *Brainstorm: The power and purpose of the teenage brain*. New York, NY: Penguin Group.