

Course Prospectus

For THL 327: Working with Christian Youth

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OVERVIEW

Focus of this course will be placed on understanding how to effectively work with, encourage, and motivate the youth.

Course description

This course deals with developing, organizing, and coordinating church youth programs. Emphasis is on the development of Christian values in youth and adolescents. Upon completion, students should be able to organize and coordinate a youth program in a local congregation.

Prerequisites and corequisites

There are no Prerequisites or corequisites for this course.

Course credit

Three (3) semester hours.

INSTRUCTIONAL OBJECTIVES

On successful completion of this course, a student should be able to:

YOUR INSTRUCTOR

The instructor of record for this course is Mr. Sheldon Monson. To contact him on course details and issues please use the email feature in the e-learning system (Populi) or smonson@lcg.org. His home office telephone is (301) 605-7215. Office Hours: Please call between 9:00am & 8:00pm (EST – United States).



Sheldon Monson attended Ambassador College in Pasadena, CA (1981-1985) and graduated with a liberal arts degree with a major in Theology. He completed his graduate work at California State University, Los Angeles, CA (1997), earning a Master of Arts Degree in Physical Education. His major areas of study were in athletic administration and exercise physiology. For over a decade he was a full-time faculty member of Imperial Schools, Pasadena, CA serving as teacher, coach, athletic director, and industrial arts department chair. He was also a part-time faculty member at Ambassador College in Pasadena. Sheldon has extensive experience involving the Summer Educational Programs (SEP), as a member of the Worldwide Church of God, in Orr, Minnesota, Australia, South Africa, and Pasadena, California; and winter camp (WEP) in Austria. He is currently a full-time pastor in the Living Church of God, in the Minneapolis area serving congregations in the Washington, DC area, Baltimore, Maryland, and Harrisburg,

Pennsylvania. He has served at the LYC summer camp in Michigan, directed the Adventure Camp Programs since 2005, and currently is the Director of the Living Youth Program (LYP) camps around the world.

COURSE PROTOCOLS

Technology access

This course requires that students have web access and an established email account. The Adobe Acrobat Reader is necessary to view documents that are PDF files. One can download the reader free at <http://www.adobe.com/products/acrobat/readstep2.html> which can then be installed and used to access PDF documents on this site.

Students with disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities have a learning environment that provides for reasonable accommodation of their disabilities. Students having a disability requiring an accommodation should inform the instructor by email (on the “Course Info” page, click on the instructor’s name and then select “Send E-mail”).

Attendance in this online course

One of the most vital aspects of the college and university experience is attendance and punctuality in the learning environment. Regularity of attendance is necessary to maintain a satisfactory academic record and for students to derive maximum benefit from a course, whether in an online course or in an on-campus course. We have noticed that students who fall behind in their coursework typically drop out. Therefore, we highly encourage you to complete your assignments on time, as we want you to succeed. Remember Ecclesiastes 9:10: “Whatever your hand finds to do, do it with your might; for there is no work or device or knowledge or wisdom in the grave where you are going.”

Please be aware that all students who fall behind in an online course and do not complete twenty-five percent (25%) or more of the total assignments and other required activities for a course, on or before “Last day to withdraw from a course” as set forth in the University Academic Calendar, will receive a grade of “W” for it. After that date, the grade will be a “WF” and counted in a student’s GPA. Moreover, an instructor may drop a student from a course whenever the instructor concludes that a student’s class attendance or punctuality endangers the student’s success or places other students at risk.

Withdrawing from or dropping this course

It is the responsibility of a student to drop a course if he or she cannot meet the requirements of the course. Any student who stops attending a course without officially withdrawing from it risks receiving a punitive grade for that course. A student who finds it necessary to drop a course after the Late Registration (Drop/Add) Period must notify the Registrar’s Office in writing. Please note the following:

- If a student drops a course on or before the “Last day to withdraw from a course without a grade penalty” as published in the University Academic Calendar, even if his or her work is not of a passing grade, then a “W” is recorded.
- If a course is dropped after that date, but before the last 21 calendar days of the semester, then the instructor determines the grade. The faculty member will at this time record a grade of “W” if passing (not computed in GPA) or “WF” if failing (computed in GPA).
- Students who drop a course, yet remain in one or more other courses during the last 18 calendar days of the semester, will receive a grade of “WF.”
- Students who completely withdraw from the University at any time during the semester may be given a grade of “W” on all courses.

If students do not initiate the withdrawal process, the instructor is required to initiate the administrative process and to record a grade of “W” or “WF” for the course, depending on the date the faculty member drops the student from the course. Students who register for a course as an audit, but then withdraw, will be assigned a grade of “W” for the course.

Course evaluation

Student input is welcome for improving this course. Making suggestions by email is helpful. Our goal in this course is to facilitate the successful achievement of all instructional objectives by all students. At the end of the course students have the opportunity to assess the course. We want to make e-learning courses as effective as we can. We may also ask some other questions concerning a student’s experience in distance learning to help us improve our program. We appreciate students letting us know how we can improve our products and services for them and other distance learners.

TEXTBOOKS

In this course there are no required textbooks, but students must have access to a Bible. You will also need to download the required manual (available to those enrolled in the class): *Working with Christian Youth Manual*.

Supplementary (Optional) Texts:

Balcomb, Marcey. *Single Digit Youth Groups – Working with Fewer than 10 Teens* Abingdon Press, 2004. ISBN 9780687740420

Covey, Sean. *The 6 Most Important Decisions You'll Ever Make*. Franklin Covey, Co., 2006. ISBN 9780743265041.

Dobson, James. *Bringing Up Boys*. Tyndale House Publishers, Inc., 2014. ISBN 9781414391335.

Dobson, James. *Bringing Up Girls*. Tyndale House Publishers, Inc., 2014. ISBN 9781414391328

Lewis, Robert. *Raising A Modern-day Knight*. Tyndale House Publishers, Inc., 2007. ISBN 9781589973091

COURSE REQUIREMENTS

Due dates and extensions

Assignment due dates are included under the Assignments tab within the Learning Management System (Populi). In extenuating circumstances, students may request an extension from the course instructor. Students must complete the course by the last official day of instruction as set forth in the academic calendar.

Icebreaker assignment

This Icebreaker your opportunity to share some information about yourself with the instructor and the other students enrolled in this class. On the Icebreaker discussion forum, in 250-350 words, tell a little of your background, calling into God's Church, which congregation you attend, state some of your hobbies or interests, and why you decided to take this class. Tell those things about yourself which would be interesting and helpful and will enable all of us to get to know you better. Introduce yourself - break the ice! This is **worth 20 points**.

Reading assignments

Reading assignments are integrated into the sixteen (16) lesson pages on the course website.

Viewing assignments

This course includes linked lectures in the lessons, which you can view online or download. For lessons and lecture titles, see the "Course Outline" section in this document. Lectures are generally 45-60 minutes in length, and handouts will be provided to accompany the lectures.

Writing assignments

There are only four (4) writing assignment in this course, one of which is a term paper. To submit your writing assignments, select the appropriate assignment from the Assignments tab to go to the Assignment Submission page. Use the Attach a File feature below the textbox to upload your WORD document. Please do not use the textbox to "post" your assignment: the textbox is used for student/instructor communication only, pertaining to the assignment. Three assignments are worth **100 points each**. The term paper is worth **300 points**, or 30% of your overall course grade.

Quizzes and examinations

There are four (4) online tests associated with this course, consisting of short answer, fill in the blank, matching, and true and false questions. Study Guides will be provided to help you prepare for the tests. If you study ahead of time, you should do well. These are closed book tests, but no proctor is being required. There are no examinations scheduled in this course.

GRADING

Your course grade will be determined based on the number of points you have earned over the semester as follows:

- Icebreaker (20 points)
- Test 1: Lessons 1-4 (100 points)
- Test 2: Lessons 5-8 (100 points)
- Test 3: Lessons 9-12 (100 points)
- Test 4: Lessons 13-15 (80 points)
- Writing Assignment 1 (100 points)
- Writing Assignment 2 (100 points)
- Writing Assignment 3 (100 points)
- Term Paper (300 points)

Total: 1000 points

Grades are in the traditional American style of an A, B, C, D, or F. In distance learning, we believe that the measure of mastery of course subject matter is completion of 80% of the objectives for a course. That means that we want students to earn at least 800 points in this course. If they do not do so then they have not achieved the level of the mastery we would like them to have. Mastery of the material is what one's goal should be.

Grades, assigned by points, are as follows:

- A = 900 and over
- B = 800-899 points
- C = 700-799 points
- D = 600-699 points
- F = Below 600 points

ACADEMIC IRREGULARITY

Students have the responsibility for conducting themselves in such a manner as to avoid any suspicion that they are improperly giving or receiving aid on any assignment or examination. An academic irregularity not only includes cheating but also includes plagiarism (taking another's ideas and/or words and presenting them as if they were the writer's own) and the submitting of the same paper in separate courses without prior consent from the faculty members concerned. In cases of suspected academic irregularity, faculty members may refuse to grade such papers or examinations, completely or in part, and to record each of them as a failure. If an academic irregularity is sufficiently serious, the University may take one or more of, but not limited to, the following actions:

1. Drop the student from the course with a grade of F;
2. Place the student on academic probation; and/or
3. Dismiss the student from the University.

COURSE OUTLINE

Below are the lesson sections and topics pertaining to each lesson for the duration of the course:

Course Lesson	Lesson & Lecture Title
Developing Christian values in youth and adolescents “The Seven Most Important Decisions Teens Will Ever Make”	
Lesson 1	Education
Lesson 2	Friends
Lesson 3	Parents
Lesson 4	Dating & Sex
Lesson 5	Addictions

Lesson 6	Character
Lesson 7	God and Church
Understanding and learning to effectively work with and motivate the youth	
Lesson 8	Raising Girls (Part I)
Lesson 9	Raising Girls (Part II)
Lesson 10	Raising Boys (Part I)
Lesson 11	Raising Boys (Part II)
Lesson 12	Motivating Young People
Developing, organizing, and coordinating Church Youth Programs	
Lesson 13	Working with Fewer Than 10 Teens
Lesson 14	Working with More Than 10 Teens
Lesson 15	Family Weekends and Local Church Activities
Lesson 16	Final Thoughts!