Course Objectives:
After completing this course, students will be able to:

- Discuss and reflect on the systemic, socio-cultural, and theological issues in the lives of young people (adolescents) from the congregational perspective.
- Observe, participate and evaluate effective communication potential for every grade and stage level.
- Develop a means for passing on the content and meaning of our faith and heritage to future generations.
- Gain a working understanding of direct interaction and healthy stimulus of group dynamics.
- Analyze Christian doctrinal history and beliefs for the purpose of teaching adolescents in an ecclesiastical setting.
- Demonstrate ability to apply theoretical ideas about multiple intelligences using the Wesleyan theological heritage.
- Learn aspects of facilitation in one-on-one and group settings.
- Become a self-aware helping professional in terms of personal and professional identity, thus exploring ways the ‘self’ of the care-provider is intrinsic to the process of Christian discipleship and education.
- Identify current key research components for continued, life-long education.

Course meetings:
Course interaction will occur in a digital format: Sunday - Thursday, January 10-14, 2021. Friday, January 15 will be used for finalizing projects, reading and independent work. Utilizing Zoom and MightyNetwork.

Instructors:
Rev. Evan Jones, C.M.M.      ejones@fumcdallas.org
Rev. Andrew Stoker, M.Div., Ph.D.  astoker@fumcdallas.org

• Email will be returned within 48 hours.
• If necessary, phone calls are to be made between the hours of 9 am to 4 pm on weekdays. All voicemail will be returned within 24 hours. Dr. Stoker, office phone, 214-220-2727 x211 [Executive Assistant: Mrs. Carrie Chavarria]
**Required Texts**

A Bible, any translation


https://www.umc.org/en/content/articles-of-religion

**Recommended Texts**


Bens, I. (2012). *Facilitation at a glance!: Your pocket guide to facilitation (Memory Jogger)*. Salem, NH: GoalQPC.


*Additional readings from articles and web sites will be assigned throughout the course.*

**Narrative of Course Assignments**

**Daily Reflection Papers**: In preparation for each class session/lecture, students will write a one-page reflection (no more than 250 words) on each of the key theological topics using questions
provided each day. There will be two reflections due each day. Reflection papers are to be submitted before each session begins. See class schedule for due dates and times. (15 points)

**Teaching Video:** Create a 3-4 minute teaching devotional by video that incorporates: one key theological concept, corresponding scripture, and a reflection. Videos will be uploaded on a designated video platform. Key theological concepts and due dates will be assigned in class. Videos are to be uploaded by 7 pm on the assigned day. Videos will also serve as evening devotional for all students and will be critiqued by other students. (20 points)

**Video Devotional Critique & Reflection Paper:** View all posted video devotionals and offer constructive feedback to the presenter. It is the hope of the instructors that through critique, students will also learn about their own presentation style. Therefore, students will also write a one-page reflection paper after watching all devotional videos offering insights into ways that their own presentation might be strengthened. Individual critiques are due by 8 pm each evening and final reflection paper is due **January 29th by 9 pm.** (15 points)

**Theology Teaching Plan:** Create a four-session curriculum outline that includes four different theological topics. Each session should be planned for a one-hour and should include: stated outcomes of each session, integration of scripture, integration of hands-on “multiple intelligences” activities, discussion and teaching component. Each component of the study should have a time allotment, be briefly described and explained how the activity integrates with the key theological concept. More details and an example will be provided in class. This project is due **January 29th by 9 pm** (40 points).

**Reading & Participation:** This portion of the grade will be determined on the first session of the class. The coursework is nothing without commitment to class and its course. (10 points).

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**Course Point Break-down**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Teaching Plan Curriculum</td>
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<tr>
<td>Teaching Video</td>
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</tr>
<tr>
<td>Video Critique &amp; Reflection</td>
<td>15</td>
</tr>
<tr>
<td>Daily Reflection Papers</td>
<td>15</td>
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<tr>
<td>Reading &amp; Participation</td>
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<td><strong>Total points possible:</strong></td>
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**Grade Description**

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<tbody>
<tr>
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</tr>
<tr>
<td>89-80</td>
<td>B</td>
</tr>
<tr>
<td>79-75</td>
<td>C</td>
</tr>
<tr>
<td>74-70</td>
<td>D</td>
</tr>
<tr>
<td>69-below</td>
<td>F</td>
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</tbody>
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TENTATIVE COURSE SCHEDULE

SUNDAY - JANUARY 10
3 PM – Opening Session (ZOOM)
   Agenda:
   - Welcome & Introductions
   - Explanation of the "Order Of The Day"
   - Exploration of Assigned Projects
   - Lecture #1 - Our Theological Task

MONDAY - JANUARY 11
9 am – Morning Centering Prayer & Writing Reflection #1 (MightyNetwork)
9:30 – LECTURE #1 (ZOOM)
10:00 – Theology Lab & Teaching Lab (ZOOM)
11:00 – personal time
12 – Mid-day Centering Prayer & Writing Reflection #2 (MightyNetwork)
3 pm – LECTURE #2 – (ZOOM)
3:30 – Theology Lab & Teaching Lab (ZOOM)
4:30 - personal time
6 pm - video vespers (MightyNetwork)
7 pm – Video Devotions Upload Due (assignments to be made in class) (MightyNetwork)

TUESDAY - JANUARY 12
9 am – Morning Centering Prayer & Writing Reflection #3 (MightyNetwork)
9:30 – LECTURE #3 (Zoom)
10:00 – Theology Lab & Teaching Lab (ZOOM)
11:00 – personal time
Noon – Mid-day Centering Prayer & Writing Reflection #4 (MightyNetwork)
3 pm – LECTURE #4 - (ZOOM)
3:30 – Theology Lab & Teaching Lab (ZOOM)
4:30 - personal time
6 pm - video vespers posted (MightyNetwork)
7 pm – Video Devotions Upload Due (assignments to be made in class) (MightyNetwork)
8 pm - Constructive feedback due (Mighty Network)

WEDNESDAY - JANUARY 13
9 am – Morning Centering Prayer & Writing Reflection #5 (MightyNetwork)
9:30 – LECTURE #5 (Zoom)
10:00 – Theology Lab & Teaching Lab (ZOOM)
11:00 – personal time
Noon – Mid-day Centering Prayer & Writing Reflection #6 (MightyNetwork)
3 pm – LECTURE #6 (ZOOM)
3:30 – Theology Lab & Teaching Lab (ZOOM)
4:30 - personal time
6 pm - video vespers posted (MightyNetwork)
7 pm – Video Devotions Upload Due (assignments to be made in class) (MightyNetwork)
8 pm - Constructive feedback due (Mighty Network)
**THURSDAY - JANUARY 14**
9 am – Morning Centering Prayer & Writing Reflection #7 (MightyNetwork)
9:30 – LECTURE #7 (Zoom)
10:00 – Theology Lab & Teaching Lab (ZOOM)
11:00 – personal time
3 pm – Closing: Putting It All Together
4:00 - end
6 pm - video vespers posted (MightyNetwork)
7 pm – Video Devotionals Upload Due (assignments to be made in class) (MightyNetwork)
8 pm - Constructive feedback due (Mighty Network)

**FRIDAY - JANUARY 15**
10:00 am – video vespers posted (Mighty Network)
12 Noon - constructive feedback due (Mighty Network)
EXPLANATION OF COMPONENTS TO COURSE

CENTERING PRAYER
Each morning and afternoon, utilizing MIGHTYNETWORK, instructors will post a short centering prayer focused on the key theological concept for the proceeding lecture. Students will be invited to find a quiet place, set an intention for their day and pray using the provided centering prayer.

WRITING REFLECTIONS
After students spend some time centering their thoughts on the provided theological concept, an opportunity to write a short reflection using the prompt provided on MightyNetwork. These reflections are due BEFORE each lecture begins.

THEOLOGY LAB & TEACHING LAB
Following each lecture, there will be two breakout groups which will allow students to process and dive deeper. These two labs will focus on developing a deeper theological understanding and a practical application in a youth group. The class will be broken into two sub-groups and each group will rotate through both labs. Instructors will facilitate labs.

VIDEO VESPERS
Students will lead evening devotional time through video messages. Students will be assigned a theological topic the day before it is due so that all students have the same amount of time to prepare. It will be the responsibility of each student to view evening devotionals as a part of our "order of the day." Additionally, students will be required to offer constructive feedback to other students. Please see schedule for due dates and times for feedback. More details will be discussed during the introductory session on Sunday, January 10th. Video vespers and feedback will be done utilizing MightyNetwork.
Plagiarism Policy
Plagiarism is not tolerated and will result in an “F” grade for the class. Plagiarism is defined as the following: To represent ideas or interpretations taken from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Misrepresentation or falsification of logs, notes, treatment plans, or other material is not tolerated and will result in an “F” grade for the class. Please reference the SMU honor code.

Disability Accommodations
Disability Accommodations: Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

Statement on Confidentiality and Emotional Safety
In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other’s personal information, reactions, etc. only while in class or privately with other current class members. In addition, should a student recognize or know practice clients as shown in class, it is the student’s responsibility to promptly inform the instructor so that appropriate arrangements can be made. It is the responsibly of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. All students in the Counseling Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by the APA and ACA in their code of ethics. Failure to do so can result in termination from the Department.