



## CY 4525 J-Term 2014

### Contemporary Issues in CYF Ministry: Fostering Faith and Telling the Story in a Media Culture

#### INSTRUCTOR

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#### MEETING

Monday – Friday – 12:30 – 4:20 pm

January 6-10

GH 104

#### SEMINAR DESCRIPTION

### Contemporary Issues in CYF Ministry:

*Telling the Story in a Media Culture*

This is a directed reading/seminar collaboration course and each course addresses contemporary topics in the area of Children, Youth, and Family ministry. This seminar is on the topic of: *Fostering Faith and Telling the Story in a Media Culture*. Students will gather weekly for presentations, discussions and outside speakers as they seek to understand the media culture in which we live and discover what impact it has on ministry in the 21<sup>st</sup> century. Students will have assigned readings on the topic and complete a final ministry project.

Half Course

#### OBJECTIVES

Each student will . . .

1. Learn about the contemporary issues related to telling the biblical story to young people within our current media culture.
2. Identify opportunities and challenges for fostering faith in our media culture.
3. Share in the teaching and learning process.
4. Create the beginnings of a framework for fostering faith in a media culture
5. Create a ministry project for fostering faith with a particular audience within the first third of life and a particular digital medium.

This course will attend primarily to these elements of CYF's 6-7-8 Enduring Understandings:

- **Theological** – Christian Life
- **Theoretically** – Cultural Hermeneutic
- **Leadership Skills** – Cultural Analysis, Theological and Sociological Interpretation Capacities, Nurturing Faith, Missional Ministry, and Communication Skills.
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#### REQUIRED READING/RESOURCES

Beckwith, Ivy. *Formational Children's Ministry: Shaping Children using Story, Ritual, and Relationship*. Grand Rapids: Baker Books, 2010.

Brennan, Patrick McKinley, ed. *The Vocation of the Child*. Grand Rapids: Eerdmans, 2008. (four essays of your choosing)

Christakis, Nicholas and James Fowler. *Connected*. New York: Little, Brown and Company, 2009.

Detweiler, Craig, and Barry Taylor. *A Matrix of Meaning: Finding God in Pop Culture*. Grand Rapids: Baker Books, 2003

Jenkins, Henry. *Convergence Culture: Where old and new media collide*. New York: New York University Press, 2006.

Rice, Jess. *The Church of Facebook: How the Hyperconnected are Redefining Community*. Colorado Springs: David C Cook, 2009.

Digital Storytelling Cookbook available at: <http://www.storycenter.org/books/> (pdf or book format)

## COURSE FORMAT AND REQUIREMENTS

### **Course Structure**

The class will meet for lecture, presentations and discussion. The class will follow a seminar format, with presentations and discussions led by the instructor, outside speakers and fellow students. This is a highly interactive format and expects students to come to each class prepared and ready to engage the material assigned for that day. Each session is intended to open an avenue of thought related to the topic and help shape the student's imagination regarding their class project – the digital storytelling projects – and their group assignment – creating a framework for fostering faith in a media culture.

### **Course Requirements**

Each student will be required to do the following:

1. **Class Participation** – Each student will be expected to fully participate in the class, with a portion of their grade given for this dynamic of the class. This includes completing the assigned readings, prepared to discuss the material, and engaging in discussion. If a student will miss a class session (for whatever reason), please inform the instructor ahead of time via e-mail and write up a 2 page reflection paper on the reading to receive credit.
2. **Leading Class Discussion** – Each student will be responsible for leading the class discussion on the assigned reading/s one time in the semester. Students will be graded on the effectiveness in which they got the class interacting with each other and the material. A big question or idea will be noted for that session and students will have 50 minutes of class time to use as they wish.
3. **Digital Storytelling Project** – Each student will create a digital storytelling project to share with the class. This project will intersect a biblical story and an “audience” within the first third of life. Projects should be posted in MyLutherNet no later than **Saturday, January 25<sup>th</sup>**.
4. **Framework for Fostering Faith in a Media Culture Project** – Each small group will craft their own framework for fostering faith in a media culture. This framework will be the interaction between *three components*:
  - a. First, choose a particular audience within the first third of life (children, youth, young adults or parents) and discover key issues and challenges for fostering faith during this stage of life.
  - b. Second, note some of the challenges and opportunities available to us living in this media culture.
  - c. Third, choose a particular aspect of faith formation (worship, prayer, learning the biblical story, creating community) and suggests ways for fostering this aspect of faith through engagement with our media culture.

Groups will present their ideas to the group in the final class session.

### **Grading**

Grade will be determined based on completion of the following requirements:

Class Participation	20%
Leading Discussion	20%
Ministry Framework	20%
Digital Storytelling Project	40%

**A word on grading.** All students must complete all assignments to pass this class. **Late work** will be accepted *if* a new timeline is worked out with the instructor prior to the deadline. (Otherwise late assignments will be docked points.) **Assessing of assignments** will be based on the following four aspects: a) followed the instructions of the assignment (if you have questions about the assignment, please contact the instructor); b) integrate readings and class learnings into the assignment (citing is necessarily and should follow the Shortcut format); c) attention to grammar/proof-read; and d) originality of thought and creative approach to the assignment.

## CLASS SCHEDULE AND READING ASSIGNMENTS

Each afternoon will have two sessions: 12:30-2:15 and 2:30-4:20

### Monday, January 6th

**Session 1**      **Intro to Class**  
 PostModern View of Culture  
 Why is Media so important?

**Session 2**      **Media Culture**  
**Read:** Jenkins, Henry. *Convergence Culture: Where old and new media collide*. New York: New York University Press, 2006 – intro, conclusion and one of chapters 1-6  
**Student:** What is the significance of convergence in culture today? How is it played out in media? How might the idea of convergence inform fostering faith?

### Tuesday, January 7th

**Session 3**      **Networked Culture**  
**Read:** Christakis, Nicholas and James Fowler. *Connected*. New York: Little, Brown and Company, 2009, with particular attention to Chapters 1, 8 and 9.  
**Student:** What is important to know about a networked culture? How might understanding a networked culture help the church participate in God's mission in the world?

**Session 4**      **Pop Culture**  
**Read:** Detweiler, Craig, and Barry Taylor. *A Matrix of Meaning: Finding God in Pop Culture*. Grand Rapids: Baker Books, 2003 – intro, chapter 1 and one chapter of 2-9.  
**Student:** Why be attentive to pop culture? How do people of faith discover meaning at the intersection of pop culture and Christianity?

### Wednesday, January 8th

**Session 5**      **What does this mean for C, Y, YA? What does this mean for ministry?**  
**Read:** Mazzarella, Sharon, ed. *20 Questions about Youth and the Media*. New York: Peter Lang, 2007 – intro, one chapter from "the players," one chapter from "the concerns," and one chapter from "the kids." And one essay from each of the four sections of *The Vocation of the Child*. Detweiler, Craig,

and Barry Taylor. *A Matrix of Meaning: Finding God in Pop Culture* – conclusion.

**Student:** What is the vocation of a child? And how does the media culture contribute to and create obstacles for children (and youth) to live their vocation? What are some of the learnings from these readings about creating a Christian community that helps people discover a Christian way of life in a media culture?

## Session 6

### Telling THE Story

Taking another look at the Biblical narrative  
Opening imagination

Thursday, January 9th

## Session 7

### Telling the Story to Children and Youth

**Read:** Beckwith, Ivy. *Formational Children's Ministry: Shaping Children using Story, Ritual, and Relationship*. Grand Rapids: Baker Books, 2010.

**Student:** Put Ivy Beckwith's book into conversation with other readings from this class.

## Session 8

### Being the Church in a Digital Age

**Read:** Rice, Jess. *The Church of Facebook: How the Hyperconnected are Redefining Community*. Colorado Springs: David C Cook, 2009.

**Student:** What are obstacles and opportunities for being church in a media culture? What insights does Jess Rice offer?

Friday, January 10th

## Session 9

### Digital Storytelling

**Read:** *The Digital Storytelling Cookbook*

What is Digital Storytelling and how might this be a gift for ministry?  
Discussion on digital storytelling projects.

**Help:** Choose a story from the Bible that will be the basis for your storytelling project, name three key things you wish to communicate, note the connection this story has with your "target" audience and how it connects with you.

## Session 10

### Frameworks for Fostering Faith and Telling the Story in a Media Culture

Groups share their ideas

**Final Project due Saturday, January 25<sup>th</sup>.**