



CEDF 7190-01: Emerging Adults

North Park Theological Seminary

May 19–July 11, 2025

Intensive meeting dates June 2–6

3 credit hours – Draft Syllabus

INSTRUCTOR INFORMATION

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COURSE DESCRIPTION

In this course, students will examine the role emerging adults can play in contemporary congregations and what effective ministry with and for emerging adults can look like. Required texts will teach students about Holy Listening, congregations with effective ministries with and for emerging adults in a variety of settings, and justice movements inspired by and created with and for emerging adults. Students will interview an emerging adult before arriving to campus using a protocol informed by the practice of Holy Listening and will learn how to do empathy-based interpretation of their interviews. They will modify the existing protocol to reflect the themes found in their initial interviews for the purpose of practicing Holy Listening a second time after the course is completed. These interviews will inform each student toward creating a unique ministry with and for the emerging adults in their own specific contexts.

COURSE OBJECTIVES

Students will be able to:

1. Make use of ethnographic principles in ministry by interviewing two emerging adults and analyzing and classifying transcripts using an empathy-based approach.
2. Name and define key themes from established research with emerging adults via pre-course and in-class readings and videos.
3. Name and define key themes found in their own interviews with emerging adults and compare those themes to already established research with emerging adults.
4. Build, construct, create, and/or modify ministries with and for emerging adults in their congregational contexts.

REQUIRED TEXTS

1. Baker, Dori Grinenko and Joyce Ann Mercer. "Holy Listening," in *Lives to Offer: Accompanying Youth on their Vocational Quests*. Pilgrim Press, 2007.
2. Baker, Dori Grinenko, Ed. *Greenhouses of Hope: Congregations Growing Young Leaders Who Will Change the World*. Rowman and Littlefield, 2010. 231 pages
3. Crain, Margaret Ann and Jack L. Seymour. "The Ethnographer as Minister: Ethnographic Research in Ministry," *Religious Education*, Vol. 91, no. 3, Summer 1996, pp. 299-315. 30 pages
4. Keuss, Jeffrey F, editor. *Defiant Hope, Active Love: What Young Adults Are Seeking in Places of Work, Faith, and Community*. Eerdmans, 2024. 176 pages
5. Ellison, Gregory C., II. *Fearless Dialogues: A New Movement for Justice*. Westminster John Knox Press, 2017. 160 pages
6. Reyes, Patrick B. *Nobody Cries When We Die: God, Community, and Surviving to Adulthood*. Chalice Press, 2016. 192 pages
7. *How We Gather* (www.howwegather.org). Available as a pdf.
8. *Something More* (www.howwegather.org). Available as a pdf.



ASSESSMENTS AND GRADING SCALE

1. Pre-course Reading Reflection paper: 15% of your grade
2. Printed interview transcripts and presentation on interviewee: 15% of your grade
3. Participation: in class video and curriculum work: 15% of your grade
4. Reflection Papers: Two reflection papers: 25 points each, 20% of your grade
5. Attendance: 10% of your grade
6. Project: Final interview project and paper: 25% of your grade

Grading

A: Superior work (A = 95–100; A- = 93–94)

This grade applies to exceptional work, the quality achieved through excellence of performance, not merely the fulfillment of the course requirements.

B: Above average (B+ = 91-92; B = 88-90; B- = 86-87)

This grade applies to meritorious work, definitely above average, applied to more than the fulfillment of requirements.

C: Average (C+ = 84-85; C = 80-83; C- = 78-79)

This grade applies to average work that still fulfills the course requirements.

D: Unsatisfactory (D+ = 76-77; D = 72-75; D- = 70-71)

This grade, while indicating the student has completed a course, is to be understood as reflecting below average work. Course work receiving this grade will not be counted toward a degree.

ADDITIONAL COURSE GUIDELINES

ACADEMIC HONESTY

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating will receive a failing grade on the assignment and are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the internet.
2. Copying another's answers on an examination.
3. Deliberately allowing another to copy one's answers or work.
4. Signing an attendance roster for another who is not present.
5. Use of ChatGPT or other AI composition software to impersonate individual assignments.

For additional information, see the Seminary Academic Catalog.

ACCOMMODATIONS

Your experience in this class is important to me. North Park is committed to creating inclusive and accessible learning environments consistent with federal and state law. If you have already established your accommodations, please share your accommodation letter with me so we can discuss how your accommodations will be implemented in this course. If you have not yet established services and have a temporary health condition or permanent disability that requires accommodations, please email the Disability Access Specialist or contact by phone



(773-244-5737). Student Engagement facilitates the interactive process that establishes reasonable accommodations.

TITLE IX & EQUITY

In accordance with Title IX, North Park employees who become aware of any incident of discrimination, harassment or retaliation based on sex, gender, including pregnancy or related medical conditions, and other protected classes are required by law to notify North Park University's Title IX & Equity Team by submitting a report [here](#). The Title IX Coordinator will respond and manage concerns about students. The Senior Director of Human Resources and Deputy Title IX Coordinator will respond and manage concerns about employees. More information can be obtained here: [NPU's Discrimination and Harassment Policy](#).

INCOMPLETE GRADES

If, due to extenuating circumstances (specifically, pregnancy, illness, personal and family issues, military assignment, etc.), a student anticipates they will be unable to complete course work within the allotted time, that student may request a grade of incomplete from the course instructor before the last week of class clearly stating the reason(s) for this request. Overscheduling and/or lack of self-discipline are not considered extenuating circumstances. If the request is timely and meets the criteria, student and instructor will submit the incomplete grade form and the grade for that class will be listed as "I" until the last day of the following semester. If coursework is not submitted by the last day of the following semester the listing of "I" will automatically be changed to "F." For the full policy, see the Seminary Academic Catalog.

COURSE SCHEDULE

<u>Schedule and Topics Covered</u>	<u>Activities</u>	<u>Homework for next class session</u>
Pre-Course	Complete one hour interview with an emerging adult (age 22-30) using protocol and release form provided on Canvas. Transcribe and bring printed transcripts to class. I recommend conducting your interviews on Teams and selecting "record and transcribe." You will need to edit your transcript into a word document to bring to class.	1-All required reading completed before class on 6/2/2025 2-Reading Reflection Papers due midnight 6/1/2025 (posted on Canvas)



Monday, June 2 *Introduction, Review of Syllabus, Coursework and Course Objectives *Ministry with and for emerging adults	*Share introduction information *Getting to know each other *Discussion on course readings	*Prepare to present your interview with an emerging adult on 6/3/2025
Tuesday, June 3 *Empathy based approaches to interviews with emerging adults	*Student presentations *Begin interview coding and interpretation	*Review interview transcripts for continuance of coding and interpretation
Wednesday, June 4 **"Tenderness and Refuge: Ministry with and for Young Adults"	*Continuance of coding and interpretation **"Tenderness and Refuge" curriculum and video exercise	*Reflection Paper on video and curriculum exercise due 6/5/2025
Thursday, June 5 *Dreaming about and creating a ministry with and for emerging adults	*Guest examples of emerging adult ministry	*Reflection paper on dreams for emerging adult ministry due 6/6/2025
Friday, June 6 *Holy Listening and protocol iteration	*Workshop Together on revised interview protocol *Final project overview *Debrief	1. Interview an emerging adult (different from your original emerging adult) using revised protocol and release form. 2. Code and analyze your transcript, and write up a summary of your interviewee. Coded transcripts and summary due on Canvas 6/20/2025



Post-Course		<p>1. Summary of interviewee and coded transcript due on Canvas 6/20/2025.</p> <p>2. Create a proposal for a ministry with and for emerging adults that integrates your learnings from class (8-10 pages). Due on Canvas 6/20/2025</p>
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