

# EMF 3130: Ministry Integration Seminar

Wednesdays 9:00 to 11:00

EM 105

## Instructor:

Christine Smaller, 416-578-4551, [revcsmaller@gmail.com](mailto:revcsmaller@gmail.com), office hours by appointment

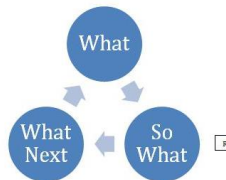
## Teaching Fellows:

Allison Murray, [ae.murray@mail.utoronto.ca](mailto:ae.murray@mail.utoronto.ca)

Jennifer Weetman, [jennifer.weetman@mail.utoronto.ca](mailto:jennifer.weetman@mail.utoronto.ca)

Christopher Zeichman, [christopher.zeichman@mail.utoronto.ca](mailto:christopher.zeichman@mail.utoronto.ca)

## Course Description:



Preparation for ministry involves a wide spectrum of “inputs” including academic study, pastoral experience, community engagement, personal growth, institutional guidance and spiritual transformation. This course is intended to provide a safe, but challenging, place where we can help one another continue to integrate the rich and varied resources gained throughout the degree program.

While a core goal of the course is integrative, the second focus is productive and will explore questions such as: What kind(s) of ministry have we been preparing for, over these past years? What is still needed in order to pursue that ministry in a healthy and vital way? What will the transition from theological training to ministry practice look like? How can we prepare for the transformation from student minister to “real” minister? How can we learn to learn from our own experience - how can we bring all our resources to a new or challenging situation?

We will begin reflectively by thinking about identity, call and readiness for ministry leadership.

Each student will then identify a compelling and significant question to explore throughout the course. This question will attempt to integrate the following:

- A gap in the student’s learning/readiness for ministry. What do you know that you don’t know? What do you think you need to know in order to have a smooth(er) start to your new vocational life? What has been missing in the courses and experiences you have had

up until this term?

- A need in the church and/or the world. What would contribute to the transformation of the church and/or world for the better?
- An area/topic/skill/idea etc that creates and sustains a deep and passionate energy for you.

Early on in the course, each student will identify 20 – 40 pages of material (articles, chapters etc) related to the identified question. These readings will form the core text of the course and must be made available to all students by the third class.



As a community of active learning and drawing on the perspective that every learner is a teacher and every teacher a learner, we will engage student work communally. Thus, each student will be supported in pursuing core pastoral and theological questions arising out of their ministry experiences. Students will draw on the multiple resources gained through their studies at Emmanuel College and develop pathways to engage and address these questions. Through class presentations and collaborative communal education, students will practice the integration of theoretical and practical theological activity that will be required for naming, understanding, and responding to the joys and challenges of ministry in the 21st century. These practices will further equip us to offer resilient, adaptive, vibrant leadership in ministry.

**Please note that this course is somewhat “front-ended” – there are several assignments due throughout the first three weeks of the schedule.**

**Course Outcomes:**

Students successfully completing this course will be able to demonstrate the following learning outcomes:

|   |   |  |   |
|---|---|--|---|
|   | Learn how to articulate the theological questions that rise out of my ministry practice...  | ...and how to answer those questions using the resources of my theological education...  | ...so that I learn how to use the goods of my theological education to face the challenges of my future ministry.   |
| <u>Christian Faith and Heritage</u>       | ...that are engaged with the theological questions with which historical and contemporary Christian communities have grappled...  | ...engaged with the un/satisfactory ways Christians have answered my questions, or questions like it, throughout history...                                      | ...so that, while I don't have all the answers, I can still engage Christian traditions for understanding my contemporary context...                              |
| <u>Culture and Context</u>                | ...and in dialogue with careful, contextual analysis of the ministry sites out of which the question surfaces and the broader culture in which they are situated, to... | ...in dialogue with the needs and hopes of the ministry context in which I currently live and work, and the broader culture in which that context is situated... | ...in ways that help bring the wisdom of those traditions to bear on a contemporary context that could benefit from their wisdom...                               |
| <u>Spiritual and Vocational Formation</u> | ...cultivate theological imagination so that I desire, rather than fear, engagement with the challenges of being a Christian in the contemporary world...               | ...so that my theological education serves to bolster, rather than damage, my faith...   | ...so that, having developed skills and instincts (rather than simply answers), I can face the joys and challenges of ministry in the 21 <sup>st</sup> century... |
| <u>Practices of Church Leadership</u>     | ...so that I can help the communities I serve cultivate a similar desire.   | ...so that I can trust that those I serve will also benefit from questioning and seeking.  | ...and so that I have a sense of how to lead others in doing the same.  |

**Evaluation:**

Since seeking and research are about asking and answering questions, several formats will be engaged during our time together to help us practice asking questions, learning from each other, seeing things in different ways and engaging in ministry partnership. Such communal

learning helps us identify our own questions and gaps in knowledge, and discover where ways are opening. Our course activities will include peer discussion, student reading selections, self-reflection, conversations with teaching fellows, theological reflection and engagement, written proposals, creating and writing about our searching, learning and research, and collegial engagement.

1. **Students' Outcome/Goal (5%):** **Due October 12<sup>th</sup>**. Submit electronically to Teaching Fellow and Instructor. Develop at least one personal and specific outcome for this course OR a personal interpretation of - and commitment to - the above course outcomes. 250 to 500 words maximum.
2. **Presence and Participation (20%):** Full description below.
3. **Seminar Leadership (20%):**
  - Identify readings related to your question that you would like to explore with the class;
  - Each student will have 45 minutes to present and lead a discussion on the material;
  - At least half the time should be used to engage with the class on the topic – this could be through a facilitated discussion, small group work or in more creative ways (please discuss with your Fellow);
  - There are three specific goals for this assignment: First, to offer your colleagues an opportunity to learn about your topic. Second, for you to gain some new wisdom and insights that you will use in your final project. Third, to practice collaborate learning with colleagues.

#### 4. **Research Project (55%):**

The purpose of the research project is to offer you the time to explore a question (problem/challenge/topic/gap) that is significant for you in your preparations for ministry, important to the ongoing transformation of church and the world AND is something for which you are passionate about and gives you energy when you are engaged in it.

There are two options for this project: You may write a traditional academic style paper, or you can develop a functional resource to be used in ministry contexts.

**There are three components to this assignment: Proposal, Research Project, and Reflection.** Each are outlined below.

#### Preparation, Proposal and Bibliography (10%):

1. *Reflection Assessments:* **Before class on September 21<sup>st</sup>**. Using a series of reflection questions (see handout), students will assess their visions of themselves as ministers, their strengths, gifts, needs, priorities, challenges, resources and learning goals. From your personal assessment, identify a

question/theme for which you are seeking deeper understanding. Each individual student's question/theme will be the focus of their own research and written assignments for the course.

2. *Identify, make two photocopies and submit 20 – 40 pages of readings to share with the class. Due September 28<sup>th</sup> in class.* Assign one or two of the readings you intend to use for your project to the class. Please bring two hard copies to class to be put on reserve in the library and email a pdf to me for Blackboard access. Be sure to mark the front page of your reading with its full bibliographic information.
3. *Conversation with Teaching Fellow: Prior to September 27<sup>th</sup>,* students will meet with a teaching fellow to discuss their reflection assessments and to consider possible questions that are arising from the assessments. Also discuss with the teaching fellow how you would like to animate your thoughts and research (Academic Paper or Resource Project).
4. *Written Proposal: Due October 7<sup>th</sup>.* Submit electronically to Teaching Fellow and Instructor.

Please include:

- A description of your conversation with the teaching fellow on your research question – how did you come to identify this question and how do you anticipate it will add to your readiness for ministry?
- Note specifically how the reading you plan to share with the class fits with your project. What is the significance of your reading? What wisdom and insights are you looking to hear from your colleagues? What benefit will they receive from exploring the readings?
- Why are you proposing an academic paper or a resource project? Why will this format help you integrate your learnings better than the other?
- Explain how the proposed assignment integrates gaps in your learning, the church/world and your passion/strength for ministry.
- A bibliography of resources you intend to use.
- (Optional) A detailed plan of creative research you plan to do.
- 500 to 750 words.

Research Project (35%):

All final written and resource work is due in hard copy and electronic copy by class time December 7. Approximately 15 pages not including bibliography.

For each paper, name the question you are seeking to answer (or particular aspect of it), your learning focus, your preliminary thesis, and the resources you intend to use.

To aid the integrative nature of this project, each assignment must engage resources from at least two, but preferably three or all four of Emmanuel course areas (Bible, Theology/Ethics, Pastoral, History). Please identify them as such in your text or footnotes. Your Teaching Fellows and myself will also be available for consultation regarding papers (and proposals) and resource projects.

PLEASE NOTE: Footnotes and bibliographies are required for this assignment. (While some projects may use endnotes or a works cited page, this assignment is for footnotes and a bibliography.) Detailed examples are available from the Chicago Manual of Style: click here to access the online Quick Guide for citations, or go to: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html). Adequate footnotes and a bibliography must be included to receive a passing grade.

*Option 1 – Academic Paper.*

*Option 2 – Resource Project.* Create a resource that you and your colleagues would use in (any type of) ministry. Provide a brief (500 word) explanation about why it is needed as well as a comprehensive “user manual”. In addition to submitting the resource, you will have approximately 10 minutes of class time to present it to your colleagues.

Reflection Paper (5%): **Due December 7.** Using what you have learned through the Contextual Education program, write a reflection of your experience in practicing integration this term.

Please note that unless specifically noted, all assignments are to be submitted to your Teaching Fellow. Please check with your Fellow to determine how best to submit them.

### **Course Readings:**

The main readings will be provided by the students.

Additional readings will be provided as handouts or online access will be granted.

### **Accommodations:**

Students with diverse learning styles are welcome in this course. If you have a disability/health consideration that may require accommodations(s), please feel free to approach me and /or

the Accessibility Office as soon as possible. It takes time to put disability related accommodations in place. The sooner you meet with a Disability Counsellor at Accessibility Services, the quicker we can collaborate with you to ensure you will achieve your learning goals in this course. For more information on resources available you can contact Tanya Lewis, Director, Academic Skills and Accessibility Services at 416-978-6786 or [tanya.lewis@utoronto.ca](mailto:tanya.lewis@utoronto.ca).

### **Academic Integrity:**

Sadly, plagiarism is a reality in university education – even, surprisingly to me, in theological colleges. Please know that giving in to the temptation to use someone else’s work carries a great risk. Please also be aware that I read all submissions closely – not because I am suspicious, but because I am deeply interested in your work. This close reading, however, will most likely uncover any non-original work.

The University guidelines apply concerning plagiarism, see: The University of Toronto’s Code of Behaviour on Academic Matters, in Appendix A of the Emmanuel Student Handbook 2016-2017 or Appendix III of the current TST BD Handbook.

### **Presence and Participation:**

Twenty percent of your grade will come from your participation – so it makes sense to spend some time understanding how this will work. The components of this grade are below. *Please note that this course is designed so that students with different comfort levels with public speaking will be able to achieve good participation marks. It is critical to remember, however, that this is a ministry course and so all students should be stretching themselves to articulate thoughtfully discerned theological and pastoral ideas effectively in public. “Over participation” will result in diminished marks.*

Attendance: Missed classes will affect your grade. If you are absent because of illness or another urgent matter, please contact me or your teaching fellow as soon as possible. For up to two classes, a substitute assignment will be available for you. This will cover the in-class material and will include an evaluative element such as a test or short paper. Please see college requirements relating to maximum number of classes that can be missed without automatic failure.

Participation: The quality, not the quantity, of your participation is important, especially your ability to discuss the texts assigned.

Faithful Fellowship: This class is an opportunity to live out the Holy Manners of vocational fellowship. This would include respecting the opinions of others, waiting to speak and refraining from inappropriate use of technology. We will be practicing “speaking truth in love” as we offer useful critical feedback with compassion. This means we will strive to create and sustain a safe enough environment in which folks are comfortable taking some risk in participating.

In-Class Exercises: We will be using individual, small group and large group exercises throughout the course. There will also be opportunities for students to lead group discussions.

Journal (optional): Writing is an excellent way to record, reflect on and analyze experience. You are invited to keep and submit a journal at mid-term and/or end of term.

**Note on Changes in the Course:**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of students to check their University of Toronto email and course websites weekly during the term and to note any changes.

**Weekly Schedule:**

**September 14: Ministry Integration – “Identity”**

Introductions, overview of course, sign up for presentation dates and meet with Teaching Fellows.

**For next class:** Vocational Readiness Assessments: Use the questionnaires to think about where you feel more or less prepared for your next vocational steps. Also sketch out what type of ministry(ies) you expect/hope to be engaging in when you leave Emmanuel.

**September 21: Ministry Integration – “Vocation”**

**For next class:** Read: “Learning to Build Christian Community: Males, Whites, Heterosexuals Wanted for Leadership.” etc

**September 28: Ministry Integration – “Preparing for Transition”**

First hour: Brief discussion of proposals.

Second hour: Small group discussion on readings.



**October 5 on: Class Presentations**

DRAFT