

# Where From Here?

PRESENTING

## MINISTRY INTEGRATION SEMINAR

EMF 3130HF

By

YOU, YOUR COLLEAGUES, SUPPORTIVE TEACHING FELLOWS, SUPPORTIVE INSTRUCTOR

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Discover and Discuss:

How do our course learnings relate to ministerial practice? How do we integrate our practical experiences with our theoretical understanding? What will we do when challenges arise in our congregations and ministry life? How will we engage struggle and conflict in meaningful and productive ways?

AND...

What else do we need to learn? Where are our gaps?



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Office hours by appointment: EM 105

Emmanuel College, Fall, 2015  
Thursday: 5-7 p.m.; Room EM 302  
Online Course Website: Blackboard

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### Course Description:

How does knowledge become wisdom? How do we learn from our experiences in ways that will help us in future experiences? This course provides an opportunity for students to practice integrating practical experience (pastoral, congregational leadership, supervised internship/site placement, and life experiences) with the more theoretical learnings from previous coursework. With colleagues, teaching fellows, and

the instructor, each student will have a chance to assess their own readiness for ministry leadership. The core goals of the course are, therefore, both integrative and productive. While we will approach this reflectively, our posture in the class will be looking forward to the next steps in our vocations.

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 21<sup>st</sup> century. These practices will further equip us to offer resilient, adaptive, vibrant leadership in ministry.

**M.Div Curricular Goals or What We Want to Be Able to Do by the End**

	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.
<b><u>Christian Faith and Heritage</u></b>	...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...
<b><u>Culture and Context</u></b>	...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...
<b><u>Spiritual and Vocational Formation</u></b>	...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...
<b><u>Practices of Church Leadership</u></b>	...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.

## Requirements and Assignments

\*\*Please note, grades will be based in part on learning, rather than solely on final products. We still can't, however, read minds (and thankfully so!). Therefore, please make every effort to name when learning is occurring and what that learning is.

### **Presence and Participation: (15% of grade)**

-Presence: "Presence" involves a general sense of bringing both body and mind to the classroom for discussions. "Presence" means listening to others in the classroom; not missing key points of discussions; "presence" means completing all readings and assignments in advance in order to actively participate in class. The quality of one's participation is important. Quality participation involves careful preparation, insightful discussions, active listening and pertinent questions.

In Class: Evidence of "presence" includes attentive listening, regular thoughtful comments and questions that further the discussion, being mindful of speaking too frequently or too little, and inviting others to offer their wisdom and insight. "Presence" assumes on-time participatory attendance, arriving for class prepared to contribute to the conversation in order to support each other in our shared learning.

Readings: Evidence of "presence" includes reading all assignments prior to class, and understanding that reading is not only for our own learning, but also to support and encourage the learning of our colleagues. Almost all course readings are chosen by students, based on their research needs. Reading in this course is, therefore, a communal, ministerial activity of care for one another.

-Participation: a few general notes

- Make the Connections  
Decisions and events in life are complex and are rarely explainable with simple 'if X then Y' formulas. Small things that may seem unimportant can sometimes be incredibly important; what doesn't matter to 'us' might matter very much to 'them'. Complexity is not a bad thing, it is encouraged.
- Be Wrong  
Don't be afraid to 'get it wrong'. To be wrong doesn't mean someone is a bad person or a bad student; progress comes from people who think differently from the status quo. Getting things wrong is an opportunity to be embraced, not a reality to be avoided. Don't be tempted by rote learning (which is only remembering what is in a textbook/reading or what the professor has said in class...and then forgetting it once the class is over), instead embrace real learning (which includes thinking for yourself and getting things wrong. It's okay.).
- Ask Why  
Sometimes the most important question you can ask is 'why?' Don't be satisfied with what the book says, what your professor says or what your colleagues say. The day we stop being curious is the day life becomes less meaningful, relationships more stressful, and experiences more bland.

### **Seeking, Searching, Research and Creating Assignments: (55% of grade)**

-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.

Written work for the course consists of 20 pages (not including title page, bibliography, etc.), however, there is flexibility in how the pages and percentage weights are distributed. Options include: one 20 page paper (55%), two 10 page papers (the first worth 25% and the second 30%), or an art project (25%) and paper (30%) combination. See below for more details regarding the written learning and research papers. See the separate Art Project Assignment for that piece. FYI, the art project will also include 5 pages of written work, which is included in the 20 pages.

### **Getting from here to there:**

**Step 1. Reflection Assessments:** 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.

**Step 2. Conversation with Teaching Fellow:** **Prior to September 28**, 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 (one 25 page paper, two papers, one paper and an art project). Be sure to consider the focus of each paper or art project, as well as when it will be due. Keep in mind that even with two papers or paper/project, there is still one theme/question. The length of pages is to allow for depth and breadth of thought and consideration.

**Step 3. Written Proposal:** **Due October 1** (FYI, this proposal is not included as part of the 20 pages total for the course)  
In addition to including the information from your conversation with the teaching fellow on your research question and the distribution for your work and due dates, also note how the reading you plan to distribute to the class fits with your project (see below for details on assigning readings). What is the significance of your reading? How do the timing and content of your reading relate to your writing?

**\*\*Be sure to include all the aspects in the paragraph above in your proposal, i.e., teaching fellow conversation, work distribution [one paper, two, art and paper], due dates, comments on readings. Please take care with due dates as we will arrange our grading schedules accordingly. (For instance, if your paper is turned in late, then it limits the time allotted for papers coming in after yours. Thus, please choose due dates that are attainable for you, so you will not need an extra day or two to submit your work. We thank you!)**

After receiving the assistance of a teaching fellow to refine the proposal, the written proposal must be delivered in hard copy by class time on October 1. An electronic copy will also be required. Please send electronic copies to your Teaching Fellow and to me.

Proposals for the first two weeks of presenters will be returned first but all students will have their proposals returned with any necessary revisions according to their paper/art due dates.

**Step 4. Assigned Readings:** Assign one or two of the readings you intend to use for your project to the class (approximately 25 page range). 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, and **submit no later than October 1**.

**Step 5. Leadership of Classroom Discussion: (30% of grade)** Each student will have approximately 30-45 minutes of class time to lead discussion on their reading assignment. Strictly speaking, this is not a presentation; it is the leadership of a discussion. Take about **5 minutes only** to frame the reading for the group. Give them any necessary background information and provide them with guiding questions for conversation. Let them know what it is you are struggling with in the reading, and where you need help. Then guide the discussion for the remainder of the time.

Guiding discussion on a reading requires that you have read it multiple times yourself, thought through it carefully, mapped it out and understood the structure of its argument, thought about the implications of what the author has said, and have considered ways to respond to the different paths another reader might take with it. You may wish to meet with your teaching fellow to discuss themes of your reading, possible leadership discussion questions and facilitation methods.

The more you put into preparing for this discussion, the more you are likely to get out of it for your own research purposes. You are encouraged to name such learnings in your written work.

**Step 6. Written Learning and Research Paper(s):**

All written and art work is due in hard copy and electronic copy **by class time December 10**. Keep in mind that it is your choice for 1) how many papers you wish to write to meet the 20 page total, and 2) the due dates for your individual papers and art work.

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 paper 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. If writing two papers, this diversity may be demonstrated across the assignments. The instructor and teaching fellows will also be available for consultation regarding papers (and proposals) and art 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.

Academic honesty is always a must. Any idea that is not your own—whether written in your own words or in the words of another—must be referenced to avoid plagiarism. In other words, any idea that is not simply your own opinion must be accompanied by a footnote. Practically speaking, research portions of a paper will have at least one footnote per paragraph. If you use 5 or more words from another source, you must use quotation marks. Please note, reflection portions of a paper will generally not require as many footnotes.

**On Accommodation**

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs.

For more information on resources available, please contact Tanya Lewis, Director, Academic Skills and Accessibility Services at 416-978-6786; [Tanya.lewis@utoronto.ca](mailto:Tanya.lewis@utoronto.ca)

**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 the student to check her/his University of Toronto email and course websites weekly during the term and to note any changes.

### Weekly Schedule

Sept 17	Who, What and Why Introductions; (Preliminary) Research Questions Peer Groups and Discussion Presentations (Sign-up for presentation dates)
Sept 24	Context and Culture: Sharing our Stories Read: Christian Scharen, " <a href="https://www.luthersem.edu/lpi/pdfs/Scharen-LearningMinistryOverTime.pdf">Learning Ministry Over Time: Embodying Practical Wisdom</a> "; <a href="https://www.luthersem.edu/lpi/pdfs/Scharen-LearningMinistryOverTime.pdf">https://www.luthersem.edu/lpi/pdfs/Scharen-LearningMinistryOverTime.pdf</a> Read: William Willimon, " <a href="http://willwillimon.wordpress.com/2013/05/01/919/">Ministry as Difficult as It Ought to Be</a> "; <a href="http://willwillimon.wordpress.com/2013/05/01/919/">http://willwillimon.wordpress.com/2013/05/01/919/</a> Reflection Assessments (Finish Sign-up for presentation dates)
Oct 1	Our Lives as Torah: Discussions of proposals Read: <a href="https://www.spiritualityandpractice.com/books/excerpts.php?id=13605">5 short paragraphs</a> , excerpted from Carol Ochs <i>Our Lives as Torah</i> ; <a href="https://www.spiritualityandpractice.com/books/excerpts.php?id=13605">https://www.spiritualityandpractice.com/books/excerpts.php?id=13605</a> Proposals due Article copies due
Oct 8	Presentations 1 and 2
Oct 15	Presentations 3 and 4
October 22	Presentations 5 and 6
October 29	Reading Week
October 30	Presentations 7 and 8
November 5	Presentations 9 and 10
November 12	Presentations 11 and 12
November 19	Presentations 13 and 14
November 26	TBA
December 3	Presentations 15 and 16
December 10	Endings and Beginnings All Assignments Due