Nazarene Theological Seminary

1700 E Meyer Blvd ● Kansas City, MO 64131 ● 816/333-6254

CED 790 Adult Faith and Vocational Discipleship

2011, Tuesdays 9:-12:35pm

Essential Information

Please refer to the following documents for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available at http://support.nts.edu/index.php/Essential_Information. Additional technical support information can be found at http://support.nts.edu.

- NTS Mission Statement & Purpose, M.Div. Objectives
- Tips for online learning success
- NTS library services
- NTS bookstore procedures
- Online technical requirements and helpdesk information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *A Handbook for Inclusive Language*

Instructor Information

Professor: Dean G. Blevins, Ph.D.
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Catalog Description

Subjects of relevance will be studied according to the needs and interests of the participants. Repeat credit will be allowed for non-duplicated seminar subjects.

Course Narrative & Rationale

Discipleship, the core task of following Jesus, often occurs beyond the boundaries of the local church, incorporating family life, civic duty and, particularly, our engagement in the workplace. This course explores how discipleship manifests itself within working environments, seeking to explore and cultivate those faithful practices that strengthen Christian virtues resident within specific vocations such as business, law, and other professional fields that result in an understanding of whole life stewardship. A key assumption of this course is that each vocation contains narratives, practices, and virtues that may be discerned and developed for a deeper Christian walk within the vocation itself.

Educational Assumptions:

1. The work of the Holy Spirit is essential to the processes of Christian education at any level. I will consistently request the Spirit's presence within and among us.
2. Christian teaching and learning is best done in the context of community. Christian community remains the gift of the Spirit, enhanced or hindered by human effort.
3. Students are valued not only as persons who have potential to learn, but also as persons who already have significant knowledge and experiences to contribute to the purposes of the course. Consequently, some of the course assignments will require cooperative efforts among students. Such cooperation is inherent in a Christian community of learning.
4. The course focuses on the community of faith expressed in a local congregation or parish. In order for the purposes of the course to be fulfilled, each student should have a local church or parish in which he/she

regularly participates or is able to "call to mind" a recent congregation that provides a living context for ministry discussion..
5. This is a graduate course. The quality of thinking, writing, speech, and class participation should reflect a graduate level quality. Higher levels of thought (e.g., analysis, synthesis, and evaluation), writing style, spelling, grammar, as well as faithful attendance, consideration of fellow students and their ideas, and timely submission of assignments is expected.

Students with Disabilities:
It is my commitment to make a reasonable effort to facilitate learning for students capable of graduate level seminary work. Any student who has a condition that may prevent full demonstration of his/her abilities as the course is presently designed should contact me at the beginning of the semester to discuss alternative educational practices that have served the student well in the past, and appropriate, mutually acceptable strategies for the present to insure the student's maximum participation and appropriate evaluation in the course. Student learning limitations need to be based on sound clinical diagnosis and include referential material to help with assessment.

Course Outcomes

Upon completion of the course students should demonstrate:

1. Understand the nature of adult faith and its relationship to work and vocation
2. Understand a model of active spirituality that engages vocational life
3. Demonstrate an ability to engage and listen to leaders within the workforce to ascertain those practices that nourish their spiritual walk as vocational people
4. Develop a discipleship plan for nurturing people within their vocations
5. Demonstrate the ability to prepare congregations to acknowledge and empower people in their workplace for whole life stewardship

Required Texts & Course Materials

Title	Author(s)	ISBN (13 characters)	Publisher	Copyright Date	Pages	List price
God at Work	Gene Edward Veith, Jr.	978-1581344035	Crossway Books	2002	164	$14.99
Becoming Adult Becoming Christian Adult Development and Christian Faith	James W. Fowler	978-0787951344	Jossey-Bass	2000	121	$19.00
Why Business Matters to God	Jeff Van Duzer	978-0-8308-3888-2	IVP	2010	201	$20.00
Church on Sunday Work on Monday	Laura Nash and Ken Blanchard	978-0787956981	Jossey-Bass	2001	250	$27.95
When You Care Enough	Joyce C. Hall	0-87529-6555-6	Hallmark Cards	1992	150	Gratis (pick up in class)
The Active Life	Parker J. Palmer	978-0787949341	Jossey-Bass	1999	176	$16.95
Economics in Christian Perspective	Victor V. Claar and Robin J. Klay	978-0830825974	IVP	2007	255	$22.00
Our Souls at Work	Mark L. Russell	978-0578039893	Russell Media	2010	288	$19.95

In addition you will be asked to read resources provided either online or in class during the semester.

Course Outline

Unit 1: Defining Vocation, Faith and "the Gap" (Course Outcome 1)
Unit 2: Discerning Vocational Faith: Practices, Values and Narratives (Course outcomes 2 & 3)
Unit 3: Designing F@ith @ Work (Course Outcomes 4 & 5)

Course Assignments & Requirements

1. **Class participation**: (200 points) students are expected to read and discuss assigned reading in a timely fashion. For the sake of other learners in the class, students need to be able include engage, summarize, and apply readings not only for themselves but their classmates. The assumption remains that our collective insight weekly will make for a richer learning community.

> **Moodle Discussion Component**: To assist in this process, and also to allow students to demonstrate process strengths more written than oral, a Moodle discussion process will be included.

In addition students will be asked to participate in two-three leadership interviews & faculty lunches scheduled during class (during Community Formation) and immediately following the class for one hour (lunch provided). Schedule TBD. Each interview will be with leaders from the field of business. Students will be asked to engage with these leaders both in the general forum and in class. Finally the class will undertake a field trip during class time to Hallmark in Kansas City. This class will also entail lunch and debriefing. This will be an assigned task.

2. **Vocational Discipleship Contextual listening paper** (100 points); Each student will visit a person in their vocational setting and interview that person's understanding of how their faith is nurtured through their vocation. Following the visit the student will write a summative analysis of 1000-1500 (4-6 pages) of their experience in light of their theological and developmental understanding of vocational faith. **Due prior to class Tuesday March 29th**

3. **Comparative Book Review:** (100 points) Students will submit a 1250-1750 word (5-7 pages) comparative review of Economics in Christian Perspective and Why Business Matters to God. **Due in class Tuesday April 5th**

3. **Research topic or ministry implementation plan**: (400 points) Each student will select **one key issue** intersecting with course content and explore it to a greater depth providing either a research paper or a ministry plan intersecting the vocational faith of adults with local church. **Preliminary approval of the topic and a working Bibliography must be submitted prior to mid-semester break**. If presented as a paper will be 10-12 pages in length, reflecting sound research methods including: establishing a key thesis for the paper, establishing backing and warrants for the thesis as well as providing qualifications as necessary, and following Turabian form and style. **Due April 22nd**

4. **Comprehensive essay** (100 points). At the end of the semester the student will write a 1250-1750 word summative essay (5-7 pages) giving their own approach vocational discipleship that will guide future ministry. This summative paper may draw from sources within the class but should reflect the student's synthesis of the material presented in class. **Due April 29th**

5. **Oral Final** (100 points): Students will be asked to participate in an oral final examination discussing aspects of the class. The professor will initiate the conversation but students will be asked to sustain the conversation. In addition students will be asked to provide assessment of the course (oral and written). **May 3rd**

Method for Submitting Assignments

Please use the assignments section of Moodle unless otherwise directed.

Policy Regarding Late Work & Missed Exams

Late posts receive a 15% daily reduction the week of the assignment. Posting after the assigned week will not be graded. All research/project work is due midnight of the date assigned. Late work without a valid reason (illness or death in family) is reduced by 15% the first week and an additional 10% each week following. No coursework may be submitted after the last day of the regular semester.

Student Learning Hours Summary

	hours
Class Participation	42
Reading	57
Writing	25
Other Assignments and Learning Activities	10
Exams & Quizzes	3
TOTAL	137

Course Grading

1000-901: A 900-801: B 800-701: C 700-600:D 599 or Below: F

Grade Descriptions

"A"-EXCEPTIONAL WORK (surpassing, markedly outstanding achievement of course objectives)
"B"-GOOD WORK (strong, significant achievement of course objectives)
"C"-ACCEPTABLE WORK (basic, essential achievement of course objectives)
"D"-MARGINAL WORK (inadequate, minimal achievement of course objectives)
"F"-UNACCEPTABLE WORK (failure to achieve course objectives)
See rubrics for major assignments and posting for further information on assessment.

Vocational Discipleship Weekly Schedule (subject to change)

Date	Module/Theme	Reading	Class Assignments
Unit 1: Defining Vocation & Faith			
Wk 1 Jan 31	Introduction	Syllabus and Supplement	
Wk 2 Feb 7	God at Work: A vision of vocation	Vieth, God at Work	
Wk 3 Feb 14	The Nature of Adult faith and vocation	Fowler, Becoming Adult Becoming Christian	
Wk 4 Feb 21	Recognizing the "gap" Economics as case study	Nash & Blanchard, Church on Sunday Work on Monday	
Unit 2: Discerning Vocational Faith			
Wk 5 Feb 28	Vocational Practices	Palmer, The Active Life	
Wk 6 March 7	Vocational Values	Russell, Souls at Work	
Wk 7 Mar 14	Vocational Narratives	Supplemental Readings & Hall, When You Care Enough	
Wk 8 Mar 21	**Reading and Research Week**		Comparative Review of Clarr & Clay and Van Duzer due Tuesday April 5th
Wk 9- March 28	Vocation as the center of Faith	Hall, When You Care Enough	Vocational Interview due in Class March 29th
Unit 3: F@ith @ Work: Vocational Discipleship and the Church			
Wk 10 April 4	Vocational Practice and Church Life: Disposition	Clarr & Klay, Economics in Christian Perspective	Comparative Review due in Class April 5th
Wk 11 April 11	Vocational Practice and Church Life: Ministry	Van Duzer: Why Business Matters to God	
Wk 12 April 18	Research/Ministry Presentation & discussion		Research paper/ Ministry plan due Friday April 22nd no late papers accepted past this point
Wk 13 April 25	Vocation and Church Together	Assigned reading: Life Long Learning	Comprehensive Essay due Friday April 29th 11:55 pm
Week 14 May 2	Final Exam Week		Oral Exam Tuesday May 3rd

Grading Rubrics

Posting Rubric

	Poor	**Below Average**	**Average**	**Great**
Participation and Initiative Shown	Rarely participates in discussion; does not make an effort to participate; seems indifferent	Limited initiative, does not post minimum requirement; occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Posts minimum requirement; attempts to direct the discussion and to present relevant viewpoints for consideration by group	Demonstrates good self-initiative; posts frequently; attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely
Relevance of Posts	Posts responses which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most responses are short in length and offer no further insight into the topic	Frequently posts responses that are related to discussion content; prompts further discussion of topic	Consistently posts responses related to discussion topic; cites additional references related to topic to further discussion
Clarity of opinions/ideas; connection to topic	Does not express opinions or ideas clearly; evidences grammatical/spelling mistakes	Unclear connection to topic evidenced in minimal expression of opinions or ideas; occasional spelling/grammatical errors	Opinions and ideas are stated clearly; occasional lack of connection to topic; well-written and presented	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic; well-planned
Totals				

Grading Rubric for Reading and Research ***Student*** _____

Preliminary Considerations	**Cognitive Levels (Reasoning)**	**Recognition & Recall**	**Comprehension**	**Analysis**	**Synthesis**	**Evaluation**	Comments
Target Level		1	2	3	4	5	
	Reading/ Research Indicators						
Point/ percentage of writing 50	**Overview of writing or introduction to paper**	Able to identify/ state key claim(s) of reading/ paper	Able to explain claims in clear & concise manner	Able to indicate how key claim develops through reading/writing	Relates Key Claim to Class focus	Indicates importance of material to Class focus	
Point/ percentage of writing 150	**Primary review/ development of writing**	Identifies primary support claims and backing	Able to define clearly & concisely support claims, backing, and qualifications	Able to identify warrants & assumptions support claims & backing	Relates support claims to each other and to class focus	Able to show relative strengths and weaknesses of support claims	
Point/ percentage of writing 150	**Personal Interaction**	Connects specific claims to personal interaction	Demonstrates why claim elicits response	Reflection nuances range of writings support claims	Reflection indicates sources that endorse/dispute writing	Reflection references constructive alternatives or application	
	Argumentation Level	**Attention**	**Structure**	**Response**	**Detail**	**Demand**	
Target Level		1	2	3	4	5	
Point/ percentage of writing 50	**Form & Style Level**	Demonstrates standard form (pagination) and clear writing style	Consistent outline with headings and subheadings detailing development of argument	Forceful writing with consistent documentation at key claims and clear transitions and anticipates qualifications	Documentation addresses supporting claims & backing internally with detailed transitions and intersects with issues in class	Wide range of academic sources with strong rhetorical skills at each level. Clearly identified audience to elicit response	
	Surprise Factor						
Total point/ percentage							