



IN 521 Contextualized Ministry and Public Faith Spring 2021 online

PROFESSOR'S CONTACT INFORMATION

Name: Dr. Janice McLean-Farrell

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VIRTUAL OFFICE HOURS: Tuesday from 2:00 pm to 3:00 pm via zoom and by appointment. During the week I will monitor the discussion board several times a day. If you have a concern and send me a message, you can expect a response within 24 hours.

VIRTUAL CLASS MEETING TIMES: Tuesdays from 6:30 pm – 9:00 pm.

All important announcements and communication for this class will take place through Sakai and the NBTS email system. Make sure that you periodically check the course and your NBTS email inbox to stay informed and communicate with your professor and classmates. Students should always include their first and last name at the end of all e-mail messages. This will enable the professor to quickly identify the student and course, facilitating a timely response.

PERSONAL GREETING:

Welcome to IN 521! I am looking forward to what we will learn together over the course of the semester. As we begin this journey, I invite you to be an active co-learner in this course. This means that we will all function in a student/teacher role. My aim is that this course will challenge and encourage you continue to apply what you have learned over the course of your seminary career within your worshipping communities and discern how you live out your faith in public spaces.

DESCRIPTION AND PURPOSE OF COURSE

This is a senior-level course designed to view Christian ministry as faith and witness in a multi-dimensional context. Christian spirituality and ministry today must engage in living dialogue

with multiple publics, secular disciplines, and pluralistic religious and cultural traditions in search of the common good and beloved community. Through this prophetic dialogue and witness, Christian individuals and communities can come to a deeper understanding of Christ's gospel and God's kairos for our historical period.

The course will also assist students in translating their theological education (particularly analysis systems of power and privilege) into other contexts and utilizing social science methodologies to research how societal systems and racist structures shape the lived realities of the people in their worshipping communities – be it within urban, suburban, or rural contexts. As such, the course will draw upon faith and developmental psychology, and congregational studies methodologies (exploring such topics as data collection, constructing research design, interpreting the data, the ethics of research, and more). Students will also engage in dialogue around the joys and challenges of advancing public expressions of their faith/vocation within their communities and a contemporary society that are simultaneously marked by systemic oppression and injustice as well as transformation and progress.

Prerequisite(s): OT510; NT510; PC510; IN511; IN520; CH 510 & 511; TH520 & 521; ET520.
Senior Level Standing Only. A required course in the M.Div.

PROGRAM LEARNING OUTCOME[S] FOR THIS COURSE ARE:

M.Div. and MATS Outcome #2: Identify, locate, organize, critically analyze, compare and utilize diverse sources of information for present and life-long learning.

MAPCC Outcome #2: Engage in research and critical reflection proper to the field of Pastoral Care and Counseling/Pastoral Theology.

COURSE LEARNING OBJECTIVES AND OUTCOMES

1. Demonstrate knowledge of their personal development and spiritual formation, and how this relates to their understanding of vocation and the practice of faith within their worshipping communities and the larger society.
2. Understand the strengths and limitations of specific social science qualitative and quantitative methods. Develop a working knowledge of research design and analysis as it relates to studying congregations and local communities.
3. Utilize congregational studies methods to conduct a study of their worshipping communities and the local community.
4. Formulate a ministry project that engage their congregations (its traditions, structures, and cultures), local communities and the wider society and integrates themes of justice and the transformations of oppressive systems and structures.

REQUIRED MATERIALS

We recommend you start building a library for your present and future ministries or vocations. The following are the books required for this course. All students are expected to have the required books by the first day of the class.

Books:

James Fowler, *Becoming Adult, Becoming Christian*, Jossey-Bass, 2000. ISBN: 978-0787951344

Nancy T. Ammerman, et al, eds. *Studying Congregations: A New Handbook*. Nashville: Abington Press, 1998. ISBN:978-0687006519.

Available via Sakai:

Wayne C. Booth, et al. *The Craft of Research*. 4th ed. Chicago: University of Chicago Press, 2016. Prologue & Chapters 1-2

Janice McLean-Farrell. *West Indian Pentecostals: Living Their Faith in New York and London*. New York: Bloomsbury, 2016. Postscript: Engaging the Field.

Mary Clark Moschella. *Ethnography as Pastoral Practice: An Introduction*. Cleveland: The Pilgrim Press, 2008. Chapter 4.

Ruth D. Peterson, and Lauren J. Krivo. *Divergent Social Worlds : Neighborhood Crime and the Racial-Spatial Divide*, New York: Russell Sage Foundation, 2010. Chapter 3.

Richard Pitt. *Divine Callings: Understanding the Call to Ministry in Black Pentecostalism*. New York: NYU Press, 2012. Chapters 2 & 6

Multimedia:

Dolores. Directed by Bratt, Peter. Ro*Co Films, 2017. <https://video-alexanderstreet-com.dtl.idm.oclc.org/watch/Dolores>.

Henrietta Lacks, the Tuskegee Experiment, and Ethical Data Collection: Crash Course Statistics #12: <https://www.youtube.com/watch?v=CzNANZnoiRs>

Pray the Devil Back to Hell. Directed by Reticker, Gini. Ro*Co Films, 2008. <https://video-alexanderstreet-com.dtl.idm.oclc.org/watch/pray-the-devil-back-to-hell>.

Research Ethics: <https://www.youtube.com/watch?v=KG9QPGEKChs>

Research Methods. <https://www.youtube.com/watch?v=Nj93B6cLbxw>

You may purchase the course textbooks at a local bookstore and/or utilize a book distributor such as www.amazon.com; www.bn.com; <http://www.cokesbury.com>; or www.bibliofind.com. Books may be purchased in physical or electronic form, but if in electronic form make sure it includes the physical page numbers. Since online purchases can take a week or longer, make sure to order the textbooks as soon as possible. Most required material may be found in our library and some of it also can be downloaded from various academic websites. Any additional materials (e.g., articles, etc.) may be found on Sakai.

TECHNOLOGY NEEDED

- 1) Computer: desktop or laptop with these recommended minimum standards:
 - Windows 10 / OS X
 - 8 GB of RAM
 - 240GB of SSD Hard Drive
 - Camera [built in or additional purchase]

This amount of computing power will allow you use the software offered by NBTS. Note: Students will have difficulty accessing and using course materials and communicating with faculty and staff if their equipment does not meet minimum standards. For questions about computer equipment, please contact Jeanette Carrillo jcarrillo@nbts.edu

- 2) Ability to access to the Internet and a supported Web browser (Internet Explorer, Firefox, Chrome, or Safari). Note: Most of the components in Sakai work best with Firefox, Chrome or Safari
- 3) A headset for plugging into your computer for video conferencing and synchronous classes.
- 4) Students in hybrid and online courses usually need both a webcam and microphone for communication with students and instructors.

SOFTWARE REQUIREMENTS

You will need to make sure that you have an up-to-date version of your browser as well as an operating system and some additional software on your computer to take this class. Some of the documents in this course will be available to you in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to <http://get.adobe.com/reader>, Microsoft Office products (or equivalent – Office 365 is included with a student's email account).

Sakai Use

SAKAI is the Learning Management System (LMS) for New Brunswick Theological Seminary. Course materials are available within this system. Please log-in and look over your classes on SAKAI as soon as you can. It is important that you familiarize yourself with how the course has been organized. **Online classes begin on the first scheduled day of the class in the first week**

of the semester. There may be assignments students need to complete before the first face-to-face meeting of the class.

If you have problems and/or are not able to login, have questions concerning the use of Sakai or NetClassroom, send an email to jcarrillo@nbts.edu . Describe the problem in detail and include your full name, your email address, and telephone number(s). If you have technical problems, send an email to jchoi@nbts.edu. Describe the problem in detail and include your full name, your email address, and telephone number(s).

Internet Service Providers (ISP)

A reliable, preferably high speed, internet connection, which includes direct access to the worldwide web is needed. In situations of emergency (i.e. pandemic, etc.), students may be required to shelter in place and will need to access their courses from home.

COURSE DELIVERY

FULLY ONLINE COURSE

This course is conducted entirely online, which means you do not have to be on campus to complete any portion of it. You will participate in the course using New Brunswick Theological Seminary's Learning Management Systems (LMS) Sakai.

In Sakai, you will access online lessons, course materials, and resources. At designated times throughout the semester, students will participate in a blend of self-paced and group-paced activities using Sakai and alternative Internet-based technologies. Activities will consist of chat, discussion forums, email and journally.

COURSE COMMUNICATION

Announcements will be posted in Sakai on a regular basis. They will appear when you log in and/or will be sent to you directly through Sakai messages. Please make certain to check them regularly as they will contain any important information about upcoming projects or class concerns. Note: professors will only communicate information concerning the course using the NBTS mail system. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name, week and message subject. For example: YOURNAMEWK2ASSIGNMENT.
- Students should always include their first and last name at the end of all e-mail messages. This will enable the professor to quickly identify the student and course, facilitating a timely response.
- Students may expect a response to email inquiries within 24 hours (48 hours if the email is sent over the weekend).
- Send email only to and from your NBTS email account and not your personal email. Also, do not send emails to my personal account, please submit all emails through the messaging (email) feature in Sakai.

- Do not send messages asking general information about the class, please post those in the CHAT ROOM.
- Submit assignments in Sakai using the "assignments tab." Do not use submit by email or SAKAI messages.
- Make certain to check your messages frequently.

QUESTIONS - In online courses it is normal to have many questions about things that relate to the course, such as clarification about assignments, course materials, or assessments. Please post these in the CHAT ROOM which you can access by clicking the CHAT ROOM button in the course navigation links. This is an open forum, and you are encouraged to give answers and help each other

LIBRARY RESOURCES FOR ALL CAMPUSES

All NBTS students can access online resources including the Sage Library catalog, journals, databases, and ebooks 24/7, by visiting <https://www.nbts.edu/sagelibrary/>. Resource guides are on the Sage Library page link in Sakai. To obtain a free library card, stop at the circulation desk or access an online card: visit <https://www.nbts.edu/sage-library/digital-library-card-application-form/>. Reference services are available virtually by Zoom or telephone. For information contact, the Sage Circulation Desk at 732-247-5241 or sage.library@nbts.edu. Students also have access to Rutgers University Libraries and SEPTLA member institution libraries. Local libraries may also offer guest privileges. For more information contact Laura Giacobbe at 848-237-1773 or lgiacobbe@nbts.edu. For help with theological writing, contact James Brumm at jbrumm@nbts.edu. Stay up to date on library news on Facebook @sagelibrary or on Instagram@sage.library.

Library Resources at the St. John's Campus

NBTS students studying on the St. John's campus have borrowing privileges at the University's Library. To obtain access, follow the instructions in the email sent out by Dr. Faye Taylor, Director of the NY Campus, at the beginning of the semester. For more information about St. John's Library, contact the Circulation Desk by phone at 719-990-6850, text at 719-652-6936, or by email at <http://stjohns.libanswers.com/>.

NBTS students taking St. John's electives have access to the St. John's databases, at <http://campusguides.stjohns.edu/databasesA-Z>. To obtain access, contact Laura Giacobbe at 848-237-1773 or lgiacobbe@nbts.edu.

COURSE REQUIREMENTS, GRADING PERCENTAGES, AND DUE DATES

- 15% **Attendance and active class Participation** - Learning is a shared collaborative endeavor. For this class to be successful, all students must accept responsibility for their learning and work with the professor in this process. This means they must be present in the

online class on a regular basis and actively participate. A record of attendance and unexcused absences will be kept. If you are unable to attend class online, please notify the instructor through email in advance or at the earliest point possible. Please note, **timely completion of the assigned writings and “required readings”** in preparation for participation in each class session online is required. This includes both doing the readings, viewing any online materials, taking careful notes on such, highlighting the salient points, and proposing analytical questions or theses to actively and fully participate in class discussions. At minimum, participation involves asking an occasional question and displaying attentiveness. Your CHAT ROOM participation will also be required and will count towards your overall grade. Throughout the semester, there will be opportunities to give informal presentations, assume responsibility for leading class discussions on particular readings, and participate in in-class activities.

15% **Discussion Forums** - are a way for you to engage with each other about the course content. You can also access each forum by clicking on the FORUMS button in the course navigation links. **Your initial discussion is DUE on Saturday by 11:55 PM. You are to respond to at least two of your peers by Monday at 11:55 PM.**

Each initial post will be **350-400 words** and posted by the required time. See the rubric; this is a critical master level reflection. It involves engaging the subject intellectually, emotionally, and spiritually. It is not enough to react on an emotional level to the readings, videos, and class reflections.

Also, the student will respond to another student in an engaging way, for example, it is not enough to thank someone for their post and to agree. The response must further the conversation, make an additional point, or disagree in a respectful manner. You may challenge another, but both must understand that feeling uncomfortable is part of the process, and it is acceptable to name the blind spot of another person, but one must be willing to also see their blind spots. ***The initial forum posts are 10 % of the final grade.***

It is expected that forum posts will be posted on time. SAKAI locks the forum post site at the time set by the instructors. Students cannot post after that time. If you miss a post, you cannot respond to other students and will miss that portion of the grade. These forums are always open before the due date so you can post at any time. If you are aware, you will be away on one of these dates, plan in advance to post before the forum closes. *You must post your first post before you can read any of the posts of other students. Use the forums to learn from each other.*

Rubric for initial posts:

	Exemplary (100-90)	Proficient (90-80)	Developing (80-70)	Unacceptable or Absent (60-50)
Content 15	The post is clearly stated and is analytical. The first paragraph has a strong and specific thesis statement.	The definition is clearly stated. The first paragraph has a strong thesis statement.	The definition is stated in general terms and lacks specificity. The thesis statement is general or missing.	There is no thesis. The process of providing a “thick” definition is not explained. Or the post is not turned in.
Critical Analysis 20	Supporting information is reinforced by at least four resources/ references (including class discussion) and “thick” in addressing the forum questions—attentive to historical/cultural/social/ textual analysis and critique.	Engage the topic with at least three resources/refences (including class discussion). Addresses forum questions with some of the analysis/critique pieces	Engagement with the topic is limited or less than three resources /references (including class discession) are used. Addresses forum questions in general manner and elements of analysis/critique are missing	Lack of engagement with topic and no outside resources/ refences (including class discussion). Does not address the forum questions and no or little engagement with elements of analysis/critique. The post is mostly opinion.
Organization 10	The post is concise, well organized, and makes clear points supporting the thesis. The reader knows more about the topic by reading this piece.	The post is well done, but could have more editing to support the thesis. The reader knows some additional items by reading this piece.	The post is loosely organized. Support paragraphs are confusing and/or poorly developed. The reader learns little new information.	The post is poorly organized. Paragraphs do not support the main ideas. The reader struggles to understand the point being made.
Mechanics 5	There are no or very few grammar errors and the sources are documented properly.	Grammar does not interfere with the reader’s understanding of the topic.	Errors in grammar prevent the reader’s full understanding of the post.	Multiple errors prevent understanding of the post.

The responses are substantive. These are critical reflections of the comments of others are crucial to the class. The best responses asks respectful critical questions and/or experience that prompts thoughts and conversations by others. Try and engage in conversation threads that “go” somewhere. The point of this exercise is to remain engaged with the material by further commenting on it. It is not just a post for points but the critical engagement that is being evaluated. The response to others is required and are graded at **5% of the final grade.**

20% **Spiritual Autobiography and Vocation.**

Begin this assignment by first constructing a map of your faith journey. In constructing this map, make sure to leave space for later additions and also a blank section. In mapping your faith journey, pay particular attention to the events in your life – key

family relationships, conflicts or adversities, relocations, major life changes, accomplishments, etc.- and the manner they have played a role in your faith journey. After completing this initial phase of your map, go back and add the relevant details that highlight how different aspects of your faith and personal journey have contributed to your present sense of vocation. Once this step is complete, go to the blank section of your map and consider the following: what are the patterns if any that emerged from this exercise and are on your map? Where does your growing edge needs to be in terms of your spiritual life and vocation? What are some of the events/circumstances (in your past, present or future) that would foster and negate/challenge this growth? What is one practice you can implement to address this?

Prepare a 5-minute presentation on your entire map to present to the class on **February 9th**. Make sure that each portion of the map (faith journey, vocation and blank space) is adequately covered. Your final 30 seconds of your presentation should state one thing you learned about yourself in completing this assignment. This assignment is **due February 15th at 11:55 PM**.

10% Reflexivity journal

In the process of conducting a study of your congregation and community, it will be important for you to be attentive to your role within the overall research process. As such you will be required to engage in reflexivity/self-reflexivity – a process of reflecting on yourself the researcher to examine and consciously acknowledge your personal responses (positive and negative) to what you are experiencing while conducting the research. This means attending to the affirmations/judgements, bias, assumptions, blind spots, (pre/mis)conceptions, power implications (if you are in leadership), etc. you bring to the study of your congregation that can impact the outcome of your study. The goal of this reflection is to cultivate a greater awareness of self and the ethics that accompanies this within the research process and to foster a more effective and impartial analysis of your congregation. Note: this will not be a perfect process, however the act of engaging in this reflection or self knowing will be beneficial. This reflection will be captured in a journal that you will keep the entire time you are conducting your study on your congregation and community. I will ask for pages from this journal at different times during the research process. This journal will be submitted at the same time as your final at the end of the course. This assignment is **due May 16th at 11:55 PM**

35% Congregational Research and Project (15 pages)

Conduct a study of your congregation and the community in which it is physically located. You will utilize the congregational study tools that you have learned over the course of the semester to facilitate both your analysis of and creation of a ministry that can promote transformation within that community. The ministry research project will contain the following elements:

- A Brief history of neighborhood and congregation (1 page)

- Analysis of the theologies of the congregation (2 pages)
- Ecological analysis of the congregation and neighborhood (2 pages)
- Analysis of congregational identity, traditions, theologies, cultures and dynamics (2 pages)
- Findings from your reflexivity journal (2 pages)
- Method and findings from your congregational study (2 pages)
- Develop a ministry strategy for transformation. (4 pages)
 - Choose one area of focus/concern – a certain demographic, cultural practice, etc. for this ministry strategy for transformation. Indicate the need for this focus based on the other aspects of your congregational study. Develop a ministry strategy that incorporates a justice lens to foster the transformation of your area of focus within your congregation.

This assignment is **due May 16th at 11:55 PM**. You will also prepare a 5-minutes presentation on this assignment that you will present to the class on the last day of classes. Your presentation will count towards this assignment and your participation grade.

5% **e-portfolio** - For the class the final paper which will be used for assessment. Please ensure that it conforms to the following guidelines:

The name of paper will be loaded into the student's e-portfolio under outcome #2 by **May 16th at 11:55 PM**. Please remove your name prior to uploading it to your portfolio. Once papers are loaded, students are to hand in proof of the upload (i.e. email or web receipt received after loading) to earn points for the course. Please note student assignments, projects or presentations may be randomly selected by NBTS for assessing our course and program effectiveness. Such selections will in no way affect the student's grade.

In keeping with the Seminary's assessment practices, all required materials must be submitted to the student's portfolio at the end of the course. Instructions for uploading materials to your portfolio will be provided later in the course. Note: Course grades will not be released to the student until this requirement have been met.

Each year the faculty assesses two of the program objectives in each program. IF your selected program objective is being evaluated that year, you shall identify the assessment artifact and instruct students to upload that paper to their e-portfolio. There is a video which explains the process to students and that video should be linked to SAKAI. Students have been trained in this process. For questions please contact the Dean or the Associate Dean of Assessment. [remove box after reading]

INCLUSIVE AND EMANCIPATORY LANGUAGE

NBTS is committed to an inclusive theological agenda. The use of inclusive language is a requirement for all written work and encouraged in all other written or oral communications. Students are urged to develop greater sensitivity in their written work to issues of inclusion in all forms, but especially regarding humankind. Terms such as "mankind" or "sons of God" are not inclusive of women. Instead, students could say humanity and children of God. Students will be urged in classes to consider more inclusive ways of speaking about God as well.

COURSE SCHEDULE

Module One: Faith Development: Public Faith and Vocation

Week One: January 26

Introduction - Overview of syllabus and framing of the course.

Watch – Pray the Devil back to Hell

Read – James W. Fowler, Chapters 1-3 in *Becoming Adult, Becoming Christian*

Act – Pre-course: Post an introduction to the class (this could be in the form of a video, or written narrative). Make sure to include the following information: your name, church/ministry involvement, one question and one hope they have regarding the class. Take pre-course survey and review the syllabus

Discussion Forum #1: Write a 350-400-word reflection on the film **Pray the Devil Back to Hell**. What was the vocation for Leymah Gbowee, Asatu Bah Kenneth and the liberian women? How did they discover it? Why were the women effective in bringing an end to the fighting in Liberia? What was the source of their power and what strategies did they have to employ to be effective? What role did faith, culture, history and society play in the process? Would the outcome of this work have been the same or different if carried out by another group, e.g., young people/students or business or community leaders? Now that the civil strife in Liberia has died down, what are the ongoing vocational contribution these women can make to their country?

Respond – to two posts from your peers by Monday February 1st at 11:59pm.

Week Two: February 2

Read – James W. Fowler, Chapters 4-6 in *Becoming Adult, Becoming Christian*

Act – Discussion Forum #2: Write a 350-400-word reflection on the reading for the last two weeks. First identify and explain three key concepts on adult development and Christian faith. How do these relate to one's vocation and ? Second, as you work on your spiritual autobiography and vocation assignment, where do you see convergence with what Fowler said and where are places of divergence? Third, what are the gaps in Fowler's work, i.e. assumptions, that would not hold true for the expressions of faith in today's society? How does it relate to your culture and systems with the wider society?

Respond – to two posts from your peers by Monday February 8th at 11:59pm.

Week Three: February 9: Faith, Ministry and Vocation + Rubric development

Read – Richard Pitt. *Divine Callings*, Chapters 2 & 6

Watch – Dolores

Act – Spiritual Autobiography and Vocation assignment due **February 15 at 11:55 PM**. Come prepared to share with the class.

Module 2: Laying the ground work

Week Four: February 16

Congregational studies/research methods and Conversation with a Sociologist – Richard Pitt

Watch Research Methods: <https://www.youtube.com/watch?v=Nj93B6cLbxw>

Read – Nancy T. Ammerman eds. *Studying Congregations*, Introduction
Wayne C. Booth, et al. *The Craft of Research*. Prologue & Chapters 1-2

Act – Rubric Discussion: Finalize your rubric and post by **Saturday February 20 at 11:55 PM**.

Choose a concern that you want to focus on for the rest of your congregational study. Use this to develop your research question. Submit this information to me via email by Monday February 22nd at 11:55 PM.

Respond – to the rubrics posted by two of your peers by Monday February 22 at 11:55 PM.

Week Five: February 23

Research Ethics, Reflexivity and methods

Watch Research Ethics: <https://www.youtube.com/watch?v=KG9QPGEKChs>

Henrietta Lacks, the Tuskegee Experiment, and Ethical Data Collection:
Crash Course Statistics #12:
<https://www.youtube.com/watch?v=CzNANZnoiRs>

Read – Nancy T. Ammerman eds. *Studying Congregations*, Chapters 5 and 7.

Mary Clark Moschella. *Ethnography as Pastoral Practice: An Introduction*, chapter 4 (SAKAI)

Janice McLean-Farrell. *West Indian Pentecostals: Living Their Faith in New York and London*, Postscript (SAKAI).

Recommended:

N . This regulation can be found at the following link:

<https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=&SID=83cd09e1c0f5c6937cd9d7513160fc3f&pid=20180719&n=pt45.1.46&r=PART&ty=HTML>

Act – **Discussion Forum # 3:** Write a 350-400-word reflection on this week's readings and videos. The first 150 words will be on research ethics – what are the key concepts? Why are they important? How would these apply in the context of conducting a study of a congregation? The next 100 words discuss what you learned about reflexivity. What aspects of this term would be most relevant if you were studying your congregation and why? Drawing of the Moschella text, what are two practices you could use to cultivate reflexivity while conducting research? Drawing on the Ammerman reading, select the appropriate method(s) that would enable you to adequately collect data related to this concern/question and construct a ministry strategy for this concern. In the final 100 words, discuss the the strength and weakness of your chosen method and how it will be beneficial in studying your congregation.

Respond – to two posts from your peers by Monday March 1st at 11:55 PM.

Module 3: Rediscovering the familiar: congregational research on your worshipping community
Weeks Six - Thirteen

Week Six: March 2

Read – Nancy T. Ammerman, et al, eds. *Studying Congregations: A New Handbook*, chapter 1: Theology in the Congregation.

Act – For the next two weeks you will conduct research in your church. You will explore the implicit and explicit theologies of your congregation and how these shape the church's narratives, practices and texts. At the end these two weeks you will submit a 2-page paper documenting the history/timeline of your church, 3 significant practices- one of which must be outreach (its origin and perpetuation) and how this history and practices are exemplified in the texts the congregation hold dear.

Create an informed consent form that you will submit for your church leadership (and to your research participants later on) to get permission to conduct research on the church. This informed consent form is due Monday March 8th at 11:55 PM

Week Seven: March 9

Act – Select the method and create the accompanying questions/research instruments, etc. that you will use for conducting your Congregational Study method (refer chapter 7 in Ammerman *Studying Congregations* for the methods should choose from). It is due Monday March 15th at 11:55 PM

Continue you research on your church's naratives, practices and texts and write a 2-page paper. This paper is due Monday March 15th at 11:55 PM.

Week Eight: March 16

Read – Nancy T. Ammerman, et al, eds. *Studying Congregations: A New Handbook*, chapter 2: Ecology - Seeing the Congregation in Context

Act – For week eight and nine you will conduct an ecological analysis on your congregation. Be sure to include the following: a space tour, a network map of 3 members, the demography of the congregation and the surrounding community, and the organizational ecology of the church and community. Compile this data into a 2-page paper.

Meet with the leadership at your church to get permission to conduct your congregational analysis. Begin to consider who will be included in tour congregational study and make contact with them.

Week Nine: March 23

Act – Continue your ecological analysis of your congregation and the surrounding community and write up your finding in a 3-page paper. This paper is due Monday March 29th at 11:55 PM.

Finalize your sample, implement your research method instrument and begin to collect your data.

Week Ten March 29 – April 4 – NO CLASSES – EASTER BREAK.

Week Eleven: April 6

Read – Nancy T. Ammerman, et al, eds. *Studying Congregations: A New Handbook*, chapter 3: Culture and Identity in the Congregation and Chapter 4: Process – Dynamics of Congregational Life.

Act – Continue your congregational study of your congregation. Implement your research instrument and collect your data.

Begin working on your final paper – Congregational Research and Project. This is due **Wednesday May 5 at 11:55 PM for all graduating seniors**. All other papers are due May 16 at 11:55 PM

Discussion Forum # 4: Write a 350-400-word reflection on the readings for the past 5 weeks and your research process thus far. What were two major take aways you had for each of the chapters? State why these were so significant. Give a brief narrative of one think you learned about your congregation from the ecological analysis, exploration of implicit and explicit theologies, culture and identity, and dynamics of congregational life. What was confirmed about your congregation? What were the surprises? State your concern/research question and the research method instrument(s) you will use for the rest of your congregational study. Why did you choose this/these research instrument(s)? What is/are its/their strengths and weakness? How will you mitigate the weakness of your research method instrument? How will you collect your data using this research method instrument? What are the ethics issues you need to address over the course of your research? What are and how will you attend to reflexivity throughout your research?

Respond – to two posts from your peers by Monday April 12th at 11:55pm.

Week Twelve: April 13

Act – Continue your congregational study of your congregation. Analyze the data you collected and begin to write up your results.

Work on your final paper – Congregational Research and Project. This is due **Wednesday May 5 at 11:55 PM for all graduating seniors**. All other papers are due May 16 at 11:55 PM

Week Thirteen: April 20

Act – Continue your congregational study of your congregation. Develop your ministry strategy that draws on your research to address the concern/research question you chose for your congregation.

Work on your final paper – Congregational Research and Project. This is due **Wednesday May 5 at 11:55 PM for all graduating seniors**. All other papers are due May 16 at 11:55 PM

Week Fourteen: April 27

Putting it all together and Conversation with Sociologist.

Read – Peterson, Ruth D., and Lauren J. Krivo. *Divergent Social Worlds*, chapter 3.

Act – Continue your congregational study of your congregation. Work on your final paper – Congregational Research and Project. This is due **Wednesday May 5 at 11:55 PM for all graduating seniors**. All other papers are due May 16 at 11:55 PM

Discussion Forum # 5: Write a 350-400-word reflection on the reading for this week and our conversation with the sociologist. What are the main arguments/points that the authors made in the reading and the sociologist expounded upon in our conversation? Name at least three new things that stood out for you from the text and our conversation (three each) and say why. State clearly what, if anything, you agreed with and why. State what you disagreed with and why. Say what was new information to you, and how this new information has impacted your development of your ministry strategy for your congregation.

Respond – to two posts from your peers by Monday May 3rd at 11:55 PM.

Week Fifteen: May 4

Act – 5 minutes presentations on your congregational and community study. In-class assessment of your research process and discuss next steps as you seek to implement what you have learned into local contexts.

Final papers are due May 16th at 11:55 PM.

NEW BRUNSWICK SEMINARY COURSE POLICIES

NETIQUETTE

When posting on the discussion boards and chat rooms it is important to understand how to interact with one another online, netiquette. You can read more about the rules of netiquette. You may also review the video on netiquette <https://www.youtube.com/watch?v=7-HopTAFUm0>

COURSE PARTICIPATION POLICY

Participation is essential to your success in this class. In online and hybrid courses you are required to participate just as if you were in a face-to-face classroom. To get full credit for participation, you will have to complete your discussion assignments, lesson assignments, quizzes, etc. on a timely basis. Consistent failure to participate in class will result in being dropped from the course.

ATTENDANCE POLICY

An absence is defined as missing class for any reason including sickness, work related travel, church meetings, services, or other church related events. Though class absences are sometimes necessary, each student's participation is beneficial for the whole class. It is critical for students to participate in all Sakai discussions and submit all assignments to accomplish the learning outcomes.

Four (4) unexcused absences in a full course may result in dismissal from the course. In extraordinary circumstances, and at the sole discretion of the professor, a student with four (4) unexcused absences may be allowed to continue (and obtain a passing grade) in the course, on condition of no further absences in the course (whether excused or unexcused), the completion of all missed course assignments, and the performance of additional work (if any) assigned by the professor.

An Online Absence is equivalent to a missed week's assignment(s). If the class uses forums or other online activities, list the consequences for missed work. A student who exceeds the allowable number of absences may petition to withdraw and receive a "W" instead of failing the course (Refer to Student Handbook).

Attendance for Asynchronous Sessions (Online Sessions)

For asynchronous online sessions, a student logging into an online class is not sufficient, by itself, to demonstrate attendance. Students must have participated in one of the following “academically-related” activities in order to be counted present:

- Student submission of an assignment (paper, exam, etc.)
- Documented student participation in an interactive tutorial or computer-assisted instruction (videos or other online resources assigned by the instructor)
- A posting by the student showing the student’s participation in an online study group that is assigned by the instructor (chats sessions or other designated online sources assigned by the instructor)
- A posting by the student in a discussion forum showing the student’s participation in an online discussion about academic matters

Academically-related activities do NOT include activities where a student may be present, but not academically engaged, such as —

- logging into an online class without active participation
- participating in academic counseling or advisement

Absences (excused or unexcused) may in the reduction of percentage points (3 %) from the student’s final grade. The professor may at her or his discretion offer a student an opportunity to gain back the lost percentage points through whatever means are appropriate to the situation. Any additional assignment given to the student as an option for replacing missed work must be completed within (7) days after the faculty member determines the work may be replaced.

Contact the professor before the absence or up to one (1) day after the absence if the reason for the absence prevented communication with the professor. The professor is not responsible to contact a student to inform him/her of a missed assignment.

Late work will not be accepted. Assignments will not be available after the deadline. If you have an extenuating circumstance, please contact me by private message before the assignment is due to make alternate arrangements.

GRADING SYSTEM

95-100%	A	74-76%	C
90-94%	A-	70-73%	C-
87-89%	B+	67-69%	D+
84-86%	B	64-66%	D

80-83%	B-	60-63%	D-
77-79%	C+	59 and below	F

General Grade Definitions:

A: Conspicuous excellence, showing a thorough mastery of the material, critical use of sources, exceptional creativity, constructive imagination, outstanding oral and written expression and organization.

A-: Exceptional graduate-level attainment, with conspicuous excellence in most respects, but not uniformly so.

B+: Superior level of attainment, marked by consistently good work, advanced understanding of the material, clear logic, circumspect judgment, originality and clear communication.

B: Good work, with general indication of constructive ability in application.

B-: Satisfactory achievement, with assignments completed accurately and on time, but without significant evidence of excellence or distinction.

C+: Satisfactory understanding of course contents, with significant limitations in analysis, communication, integration, or class participation.

C: Minimal understanding of course content, with significant limitations in several of the following: analysis, communication, integration, and class participation.

C-: Minimum understanding of course content, with significant limitations in all of the following: analysis, communications, integration, and class participation. (NOTE: A grade of C- or higher must be received in order for a required course to be considered successfully completed.)

D: Faithful participation and effort, but inability to grasp the most important essentials of the course

F: Failure to meet student learning outcomes or cases of Plagiarism.

Any student who receives an "F" for a required course in the curriculum will be required to repeat the course to graduate. When a student has repeated such a course, both the original grade of "F" and the subsequent grade will be recorded on the transcript and will be factored into the overall student GPA. Students repeating a course must pay full tuition.

I: An "Incomplete" may be given when a student is unable to complete all assigned work within the semester (see below for policy).

P: Pass; automatically given for a small number of courses that are so designated in the curriculum. Students may so designate additional elective courses, with permission of the Professor. A "P" has no effect on a student's GPA.

VIEWING YOUR GRADES

You can view your grades using the GRADEBOOK button in the course navigation links. Please check your grades regularly to make certain that I have received all your assignments. If you have a question about a grade, email the professor. ***Please do not post your personal concerns in a discussion forum or discuss them in front of the class.***

INCOMPLETE WORK

Faculty do not have to accept incomplete work, but those who do not will post this policy clearly in the syllabus. Faculty may also accept incomplete work on some of the class assignments and not others if the policies are clear in the syllabus.

A student who has not completed course requirements and wishes to apply for an extension of time must submit an incomplete contract to the instructor before the last day of the term or earlier if the faculty member permits incomplete work to be accepted (see the course syllabus). **STUDENTS MUST HAVE COMPLETED AT LEAST 70% OF THE ASSIGNMENTS IN A COURSE TO BE GRANTED AN INCOMPLETE CONTRACT.** If the extension is granted by the instructor, the contract is to be submitted to the Office of the Registrar with the term grade report sheet by the instructor. All incomplete work is due 30 days from the last day of the term for which the incomplete contract was approved. Forms are available from the Registrar's Office and on the NBTS web page (www.nbts.edu). Please also refer to the policy on submission of coursework.

Students are expected to complete academic work on time. The purpose of the extension beyond the end of a term is to offer additional time for completion of course requirements when an emergency, such as personal or family sickness or injury, interrupts course work. Poor planning, failure to use time wisely, over-commitment, beginning assignments late, and other related factors within the control of the individual student do not constitute appropriate grounds for an extension.

By appeal to the Academic Affairs Committee within 30 days from the last day of the term for which the incomplete was granted, the contract may be approved to extend the time for up to an additional 60 days. The student must submit a letter to the Registrar who will present it to the Academic Affairs Committee. The letter must contain the reasons why the additional extension should be granted and any supporting documentation (e.g., a physician's letter, letter of military service, etc.). The Academic Affairs Committee will consult the instructor and decide to allow or disallow the request. The chairperson of the Academic Affairs Committee will notify the student in writing of the committee's decision within 15 days. Under extreme hardship and with supporting documentation, a student may obtain an extension for a full term. Under no circumstances can an incomplete be granted for longer than the end of the next term. Students may have no more than two incomplete courses which are awarded extensions by Academic Affairs.

COURSE EVALUATIONS

Students should complete a course evaluation for each course he or she has enrolled in for the semester. Course evaluations are sent to students electronically two weeks before the end of the term and remain open for two weeks after the end of the course. Individual student responses are not given to the faculty member teaching the course. Once all the evaluations for a class have been turned in and the professor has turned in the grades for the semester, the evaluations are given to the professor with the numerical breakdown and the average score for

each question. Written comments are provided to the professor without student names or demographic information.

DISABILITY SERVICES

New Brunswick Theological Seminary welcomes students with disabilities into all educational programs. To receive consideration for reasonable accommodations, a student with a disability must contact accommodation@nbts.edu and provide documentation. The Letter of Accommodations should be shared and discussed with the professor as early as possible so that accommodations can be made.

NBTS ACADEMIC HONESTY POLICY (Plagiarism)

One of the primary learning objectives of the Seminary is to help students acquire the gift of discernment—the ability to think critically and ethically. Essential to this task is the requirement that students learn how to investigate the thoughts of others, to organize these thoughts in a fresh way, and, in combination with one's own thoughts and experiences, to communicate one's findings.

It is with this conviction that the Seminary does NOT permit the presentation of someone else's thoughts as one's own. Books, articles and other materials used in the presentation of assignments must be credited properly in the footnotes/endnotes and the bibliography. Sentences and a paragraph cannot be copied without proper attribution, copying more than one paragraph is strongly discouraged, and entire pages is not allowed. A student may not turn in a paper written in part or entirely by another, claiming it to be solely his or her own work. It is the Faculty's view that plagiarism is not only personally dishonest, but also a violation of the integrity of the practice of ministry.

Plagiarism, in those instances where the original source cannot be located, may be determined by three members of the Faculty, who report their judgment of plagiarism to the full Faculty, and have their judgement of plagiarism confirmed by the majority vote of the full Faculty. Plagiarism may result in automatic course failure and/or dismissal from the Seminary.

The full Seminary policy on plagiarism may be found in the Student Handbook in our school website, www.nbts.edu