Academic Year: 2021–2022 | Spring Semester 2022

**PORTLAND
SEMINARY**

George Fox University

Course Name: SFAD 552 HYB – Awareness & Identity II
Credit Hours: 2 credits
Prerequisite: SFAD 551 (or instructor permission)

Instructor: Dan Brunner, D.Phil.
E-mail: dbrunner@georgefox.edu
Phone: 503.475.2866 (cell)
Zoom Account: https://georgefox.zoom.us/j/4666203646

Teaching Assistant: April Claybaugh
Email: aclaybaugh20@georgefox.edu

Course Starting Date: January 10, 2022
Course Completion Date: April 29, 2022

BridgeWeek: Mon, Feb 21, 8am – 5:30pm
Zoom Sessions:
● Jan 13, 7-7:25am (Zoomtro)
● Jan 20, 8-8:50am
● Feb 17, 8-8:50am
● Mar 10, 8-8:50am
● Apr 14, 8-8:50am

Course Description

Studio course: Gives students the opportunity in a seminar format to come to a deeper awareness of who they are and why they do what they do. Through practices such as centering prayer and journaling and tools like the Enneagram, and inspiration from the mystics, students will gain a clearer picture of their identities in Christ and of what impedes them from living out that identity. (Note: it is required that students take both SFAD 551 and SFAD 552).

Course Learning Outcomes

As a result of taking this course, you will…
● Build into your life a regular practice of centering prayer (20 minutes/day, 6 days/week) and of keeping a journal (twice weekly).
● Engage important historical figures and their writings on mysticism, prayer, and contemplative practices through reading, small group discussion, and a written reflection paper.
● Explore your Enneagram type through reading and class interaction, in order to discern emotional, relational, and spiritual impediments to becoming your true self.
● Learn about the neuroscience that explores the relationship between neuroplasticity and Christian spiritual practice in order to understand related disciplines for spiritual formation.
● Participate intentionally and wholeheartedly in a class small group—triad or dyad—so you can experience the importance of communal support and accountability.

This course will have the following three items in the course evaluation at the end of the semester, *specific just to this course*, to help the instructors evaluate and improve the learning experience:
● The significance of my triad/dyad for support and accountability was:
● The impact of my study of the Enneagram on my own self-awareness was:

- The relevance of the study of neuroscience for my spiritual practice was:

Required Texts (also available as eBooks from George Fox library)
- Benner, David G. *Spirituality and the Awakening Self: The Sacred Journey of Transformation*. Grand Rapids, MI: Brazos Press, 2012. ISBN: 9781587432965. **Note:** this text was also used in SFAD 551 (fall semester).
- Bourgeault, Cynthia. *Centering Prayer and Inner Awakening*. Cambridge, MA: Cowley Publications, 2004. ISBN: 9781561012626. **Note:** this text was also used in SFAD 551 (fall semester).
- Calhoun, Adele et al. *Spiritual Rhythms for the Enneagram: A Handbook for Harmony and Transformation*. Downers Grove, IL: InterVarsity, 2019. ISBN: 9780830836000.
- *The Cloud of Unknowing: With the Book of Privy Counsel*, ed. & trans. Carmen Acevedo Butcher. Boston, MA: Shambhala, 2009. ISBN: 9781590306222. **Note:** the eBook can only be read by three people at a time, so make sure you close your browser when you're done reading.

Recommended Texts
- Riso, Don Richard and Russ Hudson. *The Wisdom of the Enneagram: The Complete Guide to Psychological and Spiritual Growth for the Nine Personality Types*, 3rd ed. New York: Bantam, 1999. ISBN: 9780553378207.

Recommended Text (also available as eBook from George Fox library)
- Keller, David G.R. *Desert Banquet: A Year of Wisdom from the Desert Fathers and Mothers*. Collegeville, MN: Liturgical Press, 2011. ISBN: 978-0814633878. Available as eBook.

Other Texts Used for Integration of Science & Spiritual Formation
- Menakem, Resmaa. *My Grandmother's Hands*. Las Vegas: Central Recovery Press, 2017. Available as eBook.
- Sarah A. Schnitker, Jay Medenwaldt, & Lizzy Davis, "Can We Do Better than the Enneagram?" *Christianity Today* (April 29, 2021): 180–81
- Strawn, Brad D., and Warren S. Brown "Liturgical Animals: What Psychology and Neuroscience Tell Us about Formation and Worship," *Liturgy* 28, No. 4 (2013): 3–14
- Strawn, Brad D., and Warren S. Brown. *Enhancing Christian Life: How Extended Cognition Augments Religious Community*. Downers Grove, IL: InterVarsity Press, 2020. Available as eBook.
- Thompson, Kurt. *Anatomy of the Soul*. Carol Stream, IL: Salt River, 2010. Available as eBook.

Course Assignments

Attendance & participation (10% of grade)
- Attendance at all Zoom sessions is expected. Absences, tardies, and early departures are reflected in the score for each session. Zoom sessions will be recorded. Making up a missed session by watching and responding to the recording lowers the grade for that session by 10%.
- Attendance at every f2f session during BridgeWeek is expected. Failure to attend may result in no credit being given for the course.
- You are able to improve this score through active, though non-dominating, participation.
- Severe non-involvement in course work could result in failing the course.

Spiritual Practices (30% of grade)

- The primary aim of this course is to encourage and support you in developing a daily practice of centering prayer. To that end, two hours of course time each week has been budgeted for centering prayer. The two hours break down to 20 min/day, six days/week.
- In addition, you are asked to keep a journal, in which you reflect on what you are becoming "aware of" through centering prayer. Each week 30 minutes is budgeted for journaling, or two 15-minute sessions.
- You will submit a brief report each week through Canvas on your spiritual practices.

Weekly Reading/Viewing (30% of grade)

- This course employs a regular discipline of reading, both from required textbooks and from other selected authors (available as PDFs on Canvas).
- Occasionally the instructor will upload to Canvas recorded PowerPoint presentations, which may include instructions for the week's activity, devotional material, and class content. You are expected to view the presentations with *undivided* attention.
- You will report via Canvas each week on all required reading and viewing, including how thoroughly you engaged the material.

Triads/Dyads (10% of grade)

- In addition to your personal spiritual practices, the course is designed to deepen your experience of support and accountability through community. During the first week of class, you will be assigned to a triad (or, if the numbers don't align, a dyad) for regular interaction and processing.
- Over the course of the semester you will meet *synchronously* with your triad/dyad seven times (about once every other week) at a time convenient for each person.
  - A triad meeting should last about an hour, a dyad meeting about 45 minutes.
  - Your triad/dyad can meet via Skype, Zoom, or any other conferencing tool. If all of you live locally, you can meet f2f, as long as you follow safe-distancing guidelines.
  - These synchronous meetings are meant to replace asynchronous threaded discussions and to provide a model of the kind of support essential to healthy ministry.
- After every meeting, you will submit a report through Canvas in which you evaluate the "presence" you brought to the session and reflect on what you learned. You can also give the instructor direct feedback.

Reflection Papers (10% of grade)

- Over the course of the semester, you will write two reflection papers (1,000 words) on subjects pertinent to course content.
- These are reflection papers, not research papers. Their purpose is to give you the opportunity to reflect on key aspects of the course and to communicate those insights with the instructor, so he has an idea of the effectiveness of the course's content and process.
- The papers will be graded 1) *objectively* by whether they were turned in on time and met word-limit guidelines, and 2) *subjectively* by the depth and quality of awareness, vulnerability, thoughtfulness, and honesty evidenced in the writing.

Final Project (10% of grade)

- As a way of reflecting on and communicating what you have learned and experienced over the two semesters of Awareness and Identity, you will prepare and record an 8-minute "TED Talk" Testimonial.
- The guidelines for this assignment are spelled out on the website. It is due on April 24.

<u>Allotment of Course Hours</u>

Assignment Name	Hours
Participation in f2f / Zoom sessions	13 hours
Spiritual practices	30 hours
Reading & Viewing	27 hours
Interaction in triads/dyad	7 hours
Reflection papers	6 hours
Final project	7 hours
Total	**90 hours**

<u>Course Schedule</u>
All the weekly assignments for the course are to be found on the Canvas website.

Course Learning Standards & Commitments

<u>Faculty Commitment to Student Engagement</u>

Seminary faculty promise to provide regular and substantive interaction with students [ES 1.6.2] as follows:
- **Regular**: Faculty promise to interact with students in a predefined, consistent, frequent, and timely basis as follows:
  - Synchronously: In person during a synchronous engagement such as face-to-face class, a phone call, chat, or during audio/video conferencing.
  - Asynchronous: Through email, a forum discussion posting, voicemail, or facebook group posting (when appropriate).
  - The instructor will respond to emails within two business days (48 hrs).
  - If students have an urgent need, they may contact the instructor by email, marking it urgent, and/or by voice mail immediately. Additionally, they may contact the program administrative assistant.
- **Substantive**: Faculty promise to be the primary (though not exclusive) person to lead class conversations around the course subject and provide feedback on assignments, projects, or exams so as to allow students the opportunity to adjust their performance and adjust their understanding or

misunderstanding of the material (two business days to a week for more substantive assignments or exams).

Student Commitment to Learning

- Assignment Due Dates: You are required to meet all deadlines for assignments and activities as outlined in the schedule. Late work will automatically lose one letter grade following the submission deadline and a further grade for each week it is delinquent beyond the due date. You will need to contact the professor, preferably in advance, for consideration due to extenuating circumstances.
- Learning Community Engagement: Class attendance and regular online participation is required in order to create a robust community-learning environment. Therefore, if you are unable to engage online or in class for more than 3 weeks throughout the course, you will receive at least a letter grade reduction. If you miss 4 or more weeks throughout the course, you may not pass the class. In addition, hybrid courses require full participation at intensive f2f sessions. If you miss more than 3 hours of f2f in a hybrid course, you cannot pass the class.
- Because Zoom is such a significant part of this course, students are expected to participate in all Zoom sessions with integrity, intentionality, and full presence.

Zoom Protocols

Whether in person or in a virtual setting, the presence and active attentiveness of every individual creates an engaging learning environment for the entire class. Portland Seminary has these protocols as requirements for all zoom instruction.

- Mute your mic unless you have something to say, or you are in a small group discussion.
- Turn on your video for the complete instructional time.
- Be present in a stationary learning posture—no driving or walking.
- If you use a zoom background, make sure it is one that Jesus would use.
- Contact the professor through chat at the beginning of class or in an email prior to class to advise her/him of any occasional reason for not following these guidelines.

Course Workload

- Hours of work / credit hour: The total number of work hours including class time for a 2-credit course is 85–90 hours over the course of a semester. Because people work at different rates, the actual number of hours per individual may vary.
- For hybrid courses, seat hours may include hours spent online in discussions or chat rooms. Any time the student is interacting in a collective way with other students and faculty may qualify as seat time.
- Coursework may include: reading books or journals, writing reflection papers, creating a project or portfolio, doing a group or individual presentation, developing PowerPoint or CD projects, doing interviews, training others, preaching or public speaking events, creating art or music projects, etc. Any creative or traditional method of helping students learn, assimilate, and reproduce information, be formed, and develop skills may be used for coursework.

General Hours Breakdown

- Reading guidelines:
  - For dense material such as theology, history, commentaries, technical information, etc., plan for 25 pages/hour.
  - For lighter professional or formational material, plan for 30–35 pages/hour.
- Writing guidelines:

- Research paper or research essay: for the research, writing, and editing of a formal research paper, plan for one hour for every 100 words (e.g. dedicate 30 hours for a 3,000 word research paper).
- Reflection paper: for the writing and editing of a reflection paper, plan for one hour for every 300–400 words.
- Online guidelines: Time for discussions online will depend on the number of students in the class, the nature of the responses the student is to make, and the depth of the material. It can vary between 30–60 minutes, even more sometimes.
- All other projects and work should have careful and accurate time parameters spelled out in the syllabus.
- These are general guidelines and should reflect the average student in your class, not the most gifted student.

Academic Honesty

- It is assumed that students at George Fox University will endeavor to be honest and of high integrity in all university matters. Cheating, fabricating, plagiarizing, and the disruption of classes give evidence of a lack of respect and integrity. Cheating is defined as "intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise." It is assumed that whatever is submitted by a student is the work of that student and is new work for that course.
- Fabrication is "intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form." Plagiarism is "intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise." One who facilitates any of the above is equally responsible with the primary violator. Penalties may include restitution, an "F" on an individual paper or exam, loss of campus position or employment, an "F" on a course, disciplinary probation, and suspension.

Equality, Civility, and Inclusive Language

- Portland Seminary endeavors always to treat the members of its community with respect and communicate with civility. We honor one another's differences, be they religious, cultural, gender-related, or political. Our belief that every person is created in God's image extends to how we treat one another.
- We wish to challenge patterns of language that may be doing harm even when harm is inflicted unconsciously and without intention. We expect every member of our community, both inside and outside the classroom, to avoid dehumanizing or exclusive language in conversations with one another. "Dehumanizing" means any language that diminishes another's humanity; it includes not only insulting discourse, but also the refusal to pronounce someone's name correctly, imposing nicknames on others without their consent, speaking of people using non-human terminology, failure to extend grace when one's weaknesses become apparent, stereotyping and the presumption of attributes and roles based on race, age, gender, able-bodiedness, and/or sexual orientation.
- Bearing in mind that language reflects, reinforces, and creates social reality, the Seminary expects class conversation and written work to employ language that respects the equal dignity and worth of all human beings. Care should be taken to use inclusive language, images, and metaphors, both for humans and for God, in classroom dialogue, in-class presentations, online interactions, and all writing assignments.

Online Community Netiquette

You will be joining colleagues in an online community. You'll be working on a weekly schedule that establishes a community rhythm of communication. There will be times that you'll be assigned to work in a small group. Please honor your colleagues by giving them your full participation. Here are some netiquette tips you may find helpful:

- Don't use ALL CAPS. IT TRANSLATES AS SHOUTING!
- Unless your instructor has given specific word counts for discussions, it's best to limit a posting to no more than a paragraph or two (i.e. no more than 100-150 words). You can always come back and add more to the group discussion. This gives everyone an opportunity to make a contribution, rather than have one person 'cover all the ideas' or control the conversation.
- Be sure to make contributions! Even if you feel everything has been said, you need to contribute more than "I agree" or "I think we've really covered it." Your presence is important to your colleagues. If you don't make postings, it will have a negative impact on your community.
- Be careful to stay on subject. If you want to pursue something off topic, you can move that discussion to the Conversations in the Commons.
- Treat all communication as confidential unless you've received permission to share outside of your learning group.
- Before communicating with your instructor privately (e.g. via email or phone) ask yourself, "Would my colleagues benefit by being included in this discussion?" Try to share questions and concerns in view of colleagues, since they may have the same question or concern in mind. Post your question in the appropriate forum and invite the instructor to respond (see Instructor Availability).
- Always give credit to the originator of a thought you are sharing.
- You'll be challenged by divergent viewpoints. Try to use "I" statements when pursuing a constructive debate:
  - What I hear you saying is...
  - Here is what I've experienced...
  - It would help me to know how you hear what I'm saying because I'm not sure I'm being understood.
  - I understand that your view is different from mine. Here's what I'm hearing...
- If you are angry, don't respond immediately. You might want to write a draft to organize your thoughts and come back to it later to make revisions and determine if it should be sent.
- Make an effort to demonstrate to your colleagues that you can objectively consider opposing views.
- Avoid criticizing and/or attacking opposing views. Be respectful of people whose views differ from your own.
- Seize every opportunity to genuinely affirm a colleague.

Accessibility

- My desire as a professor is for this course to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning systems. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.
- Your browser has accessibility features you can control. For example, you can choose to view larger text in your web browser. Some individuals, including those who use screen readers to read aloud text on the screen, find it easier to follow discussions when posts are presented to them in an email message.

General Writing Parameters

- In addition to demonstrating your understanding of the subject, your writing also reflects the level of investment you make in your work. Please take care to use proper English grammar. (See such helps as the [Chicago Style Guide](#) or [Purdue's Online Writing Lab](#).) Always give credit to other peoples' work and respect copyright guidelines.
- Written assignments should use 12-point Times Roman font, be double-spaced, and use 1-inch margins. We ask that you submit your document as a Word (.docx or .doc) file. This reduces compatibility problems and will allow for more options in making comments on your work. Portland Seminary requires the use of Turabian for formatting of submitted work (footnotes, endnotes, bibliography, etc.).

Electronic Equipment in the Classroom

- While we value the advantages and usefulness of technology, we want to be sensitive to the use of technology and social media in the classroom setting, especially during lecture and discussion times. We believe that honoring both the work of the presenter and the learning environment of your colleagues is an issue of creating hospitable space.
- If you feel that you need to leave your cell phone turned on during our time together, please make sure that it is silenced. If you are connected to the Internet during class time, please be thoughtful of how you might be distracting your neighbor. It is not our intention to dictate your behavior in the classroom; it is simply our desire to create and maintain an environment of mutual respect and collegiality.

Intellectual Property

- The teacher's entire classroom and online content—whether written or spoken, in lectures, discussions, PowerPoints, or handouts—is the intellectual property of the teacher. It cannot be cited, quoted, or propagated in any way, other than in the classroom or on the course's Canvas website, without the permission of the teacher. If you want to record a class lecture or quote from classroom content, please obtain the teacher's permission via email beforehand.
- In addition, the comments of other students should likewise be held in confidence. The purpose of this policy is to create a safe environment in which everyone can take risks in learning without fear of reprisal.

Course Evaluations

- Course evaluations are very important to the effectiveness of our learning community. The Dean and faculty routinely review course evaluations. Full-time faculty are reviewed each year through their faculty growth plans, and course evaluations and comments are part of the reflection. Hybrid/online courses are evaluated each time they are taught. Course improvements are made because of these reviews. Therefore, part of a course's requirements is the completion of the evaluation. Partial feedback from a few in a class is rarely helpful.
- Our accrediting bodies, ATS and NWCCU, require regular evaluation so that the seminary is in a constant feedback loop to improve the learning experience for students and to accomplish program goals. Course evaluations are confidential. All written comments are typed up before faculty or the program directors see them.
- This course will have three questions specific just to it, to help the instructor evaluate and improve the learning experience (see Course Learning Objectives above).

<u>Grading System</u>

GPA	Percentage	Letter Grade
4.0	100-93	A
3.7	92.99-90	A-
3.3	89.99-87	B+
3.0	86.99-83	B
2.7	82.99-80	B-
2.3	79.99-77	C+
2.0	76.99-73	C
1.7	72.99-70	C-
1.3	69.99-67	D+
1.0	66.99-60	D
0	52.99-0	F

COVID-Related Information

Wearing facial coverings in classrooms

- To help mitigate the transmission of COVID-19, it is required that all students wear masks or other face coverings in classrooms, laboratories, and other similar spaces where in-person instruction occurs. The masks/face coverings must cover both nose and mouth, and be worn for the duration of class, inside all university buildings, and outside whenever you are or are likely to come within 6 feet of another person. Face masks are not required to join classes via Zoom.
- For any faculty, staff or students who have a medical condition that prevents safely wearing a covering directly over the nose and mouth, a clear face shield may be worn instead.

COVID-19 Health-Related Class Absences

- Please evaluate your own health status regularly and refrain from attending local classes if you are ill. You are encouraged to seek appropriate medical attention for treatment of illness. In the event of contagious illness, please do not come to face-to-face classes or to campus to turn in work.
- For online courses, you have the freedom to determine if you are not able to join a Zoom session due to illness. If that is the case, please notify me by email about your absence as soon as practical, so that accommodations can be made. Please note that documentation (a Doctor's note) for medical excuses is NOT required.

University Services

Disability Services Information

- Portland Seminary is committed to providing equality of opportunity and meaningful access for qualified students with physical, psychological, attentional or learning-based disabilities in compliance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student with a disability at George Fox University is someone who, with reasonable or no accommodations, is capable of meeting George Fox's academic standards." (https://www.georgefox.edu/offices/ disabservices/ policies.html)
- If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the Disability Services Office as early as possible so that your learning needs may be appropriately met. You will need to provide current documentation of your disability to the Disability Services Office. For more information, go to georgefox.edu/das or contact das@georgefox.edu).

Portland Writing Center (PWC)

The Portland Writing Center (PWC), located in the Portland Center Library, is available for Zoom video conference and email writing consultations. Graduate, George Fox Connect (GFC), and George Fox Digital (GFD) students are invited to contact the PWC for feedback on writing projects, citation assistance, or other writing-related issues as well as academic coaching. Check wc.georgefox.edu for additional information, including hours of operation and appointment scheduling. For more information, email the Writing Center at wc@georgefox.edu.

Inclement weather

George Fox University closure policy: https://www.georgefox.edu/news/closures/

Technical Requirements

- This course requires Internet access. We highly recommend high speed access, but dial up access is adequate for this course.
- This course requires some downloadable software. You'll be able to download the following by using instructions provided at GFU Institutional Technology Services http://www.georgefox.edu/offices/inst_technology/services/downloads.html :
  - Adobe Acrobat Reader
  - QuickTime media player
- You can purchase software from Microsoft, Adobe, and more through the vendor, Techhead.org http://www.techhead.org where you'll receive an educational discount when you select George Fox University (OR) in the "Higher Ed" dropdown menu on the home page.
- While the course management system, Canvas, will work with both PC and Mac, it has a definite preference for browsers. Firefox is the preferred browser (download at http://www.mozilla.com/en-US/firefox/). Canvas experiences posting, editing, and file uploading failures with both Internet Explorer and Safari.
- Always compose your work in your local computer's word processing program. Cut-and-paste your work into Canvas. Never compose your work in Canvas. If you experience an Internet connection failure or a posting or edit does not save, for whatever reason, your work will be irretrievable.
- If you need technical assistance, you can contact the George Fox University Service Desk using one of these three methods:
  - Call 503.554.2569
  - Email: servicedesk@georgefox.edu