

# Bexley Seabury

FIELD EDUCATION 2, ML 322 (2 CREDITS)

**Term offered: Fall 2020**

**Learning environment:** This is a hybrid course that consists of a combination of weekly, 90-minute synchronous meetings using *Zoom* and in-person (as allowed by current, contextually determined, pandemic protocols) contextual field work of approximately 10 hours per week.

**Synchronous Class Dates:** Every Thursday from 9/11 to 12/10. There is no class on 11/26

**Time:** 7:00pm – 8:30 pm with classroom open at 6:45pm

(all times listed as CT)

**Instructors:** Eileen Shanley-Roberts and Daphne Cody

**Office hours:** by appointment

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## **Course Description:**

This semester integrates the practical, personal experience of ministry in the mission field with theoretical methodology introduced in the classroom. Field sites will provide students an opportunity to explore ministry under the supervision of experienced, ordained leaders in collaboration with lay committees.

**Course Goals and Outcomes:** Students successfully completing this course will be able to

Goal 1: Assess congregational identity and identify contextually appropriate missional goals and opportunities

- Outcome: Students will know they have achieved this goal when they use organizational, social, cultural, and contextual analysis to discern congregational identity, define missional goals, and respond to missional opportunities within and beyond the church (M.Div. 5.3)
- Assessed by: Contextual summary and field focus

Goal 2: Exercise collaborative and dynamic leadership skills

- Outcome: Students will know they have achieved this goal when they demonstrate appropriate and invitational leadership in small group contexts in a congregational setting and reflect on and evaluate leadership skills of self and others in diverse situations (M.Div. 5.1)
- Assessed by: Contextual summary, supervisor's evaluation, and final reflective essay

Goal 3: Engage in multi-cultural ministry with people from different contexts, cultures, and generations

- Outcome: Students will know they have achieved this goal when they demonstrate familiarity with methods and strategies for engagement in multi-cultural ministry, and

develop skills to build relationships with people across cultural, contextual, and generational differences. (M.Div. 3.2)

- Assessed by: In-class conversation and supervisor and lay committee assessment

### Course Requirements:

1. Submission of all relevant paperwork (signed learning agreement with goals, and contact information for lay committee and supervisor) (15%)
2. Engagement with field site for approximately 10 hours per week during the semester (20%)

Engagement is measured by the following:

Demonstrated competency in Field Site Learning Goals

Development of preaching skills within the context of public liturgy

Participation in pastoral care

Regular inclusion in the liturgical life of the congregation

A log of weekly time spent at or working for the field education site

3. Class attendance and active participation in discussions. (15%)
4. Engagement with assigned readings as evidenced by class discussion. (10%)
5. Development of appreciative inquiry interview questions and completion of site interviews (10%)
6. Completion of contextual summaries of the field congregation/community. (15%)
7. Final reflective essay (10%)
8. Site Visit (5%)

If possible, there will be a site visit this semester. Site visits typically occur in November or December but may occur as early as October. A site visit includes meeting with the student, the site supervisor and the lay committee. It most often occurs on a day when the student is preaching. We will be finalizing the site visit schedule during September. If necessary, site visits will be conducted using Zoom rather than in person.

**Grading:** Field Education is a Pass/Fail class. In order to achieve a grade of P, a student must earn a minimum of 80% of total possible points. Achievement of each of these goals will be assessed based on satisfactory completion of assignments, class participation, and completion of a final reflective essay. Rubrics for assignments will be available on Canvas. **Course requirement 6 and 7 - the contextual summary and final reflective essay** will be added to the student's portfolio which is used to assess student learning, accomplishment of course objectives and goals and may be used to assess aggregate student learning in this program. Please see "A Word about Assessment" below. Students must also complete and submit the course evaluation. *Grades will not be released until the course evaluation has been received.*

### A Word about Assessment:

Bexley Seabury Seminary regularly evaluates the quality of our programs using a variety of data and artifacts, including portfolios of students' work. These portfolios consist of designated student work (artifacts) from each course, along with the instructor's graded artifact and a scored rubric that assesses the work in light of curricular outcomes. The designated assessment artifact for this course is the contextual summary with final reflective essay.

We use your portfolio to assess student learning (in the aggregate) and the effectiveness of our curricula in reaching desired goals and objectives. This process does not involve any further evaluation of your work for grading purposes. No identifying information will be included in any evaluation or report provided to our accreditors or other outside parties. For further information, see the Student Handbook. You may also talk with your instructor, your advisor, the Assessment Coordinator (Lelia Fry, [lfry@bexleyseabury.edu](mailto:lfry@bexleyseabury.edu)), or the Academic Dean, (Terry Delisio, [tdelisio@bexleyseabury.edu](mailto:tdelisio@bexleyseabury.edu)).

### **Learning Methodology:**

Field Education 2 is a contextually based course that provides opportunities for classroom learning and discussion with application in the field. It relies on the collaboration of course instructors, students, site supervisors, and lay committee members. In our dispersed community, we recognize that each context is unique and that all share common features because of our denominational heritage. Field education provides the opportunity to explore those similarities and differences more deeply and intentionally while providing tools that can be used in a myriad of ministry settings. The instructors work in partnership with the site supervisor and lay committee members to provide a rich and supportive learning environment where students may try on and try out different techniques, models, theories, and practices in developmentally appropriate situations. At the end of each semester the site supervisor and student must complete and submit an evaluation of student progress in the learning goals. Supervisors and lay committee members are also required to participate in cohort meetings facilitated by the course instructors. Supervisors who refuse to participate in these sessions or who fail to submit evaluations will be dropped from the program.

### **Required Reading:**

- Bush, Joseph E., Jr., *Practical Theology in Church and Society*, Eugene, OR: Cascade Books, 2016.
- Hester, Richard L., and Kelli Walker-Jones, *Know Your Story and Lead with It: The Power of Narrative in Clergy Leadership*, Lanham, MD: Rowman and Littlefield, 2009.
- Moore, Natalie Y, *The South Side: A Portrait of Chicago and American Segregation*, New York: St. Martin's, 2016.
- Schreiter, Robert, *The New Catholicity: Theology between the Global and the Local*, Maryknoll, NY: Orbis Books, 2004.
- Stravos, Jackie and Cheri Torres, *Conversations Worth Having*, Oakland CA: Berrett-Koehler, 2018.

**Feedback and Late Work:** In an online class, timely submission of posts and responses is essential to the rest of the class. If an assignment requires a peer response, please make sure you submit your work in time for others to read and respond. In the case of papers and other assignments submitted directly to the instructor, feedback will be provided within three days for on time work and will be in the form of comments with the assignment via Canvas. Often, feedback will be provided prior to the synchronous session. If there is a problem, feedback will be through direct communication with the student via email or text. Late work will receive minimal feedback. Unless arrangements have been made in advance, one point will be deducted for each day that an assignment is late. If there are extenuating circumstances due to illness or emergency, please notify the instructor immediately.

Successful Field Education experiences require feedback from your site supervisor as well. Please establish norms for feedback with your supervisor. If you need help with this process or discover that your supervisor does not provide feedback, please let me know so we can address this issue together.

ALL STUDENTS IN BEXLEY SEABURY COURSES ARE EXPECTED TO BE FAMILIAR WITH THE FOLLOWING INFORMATION THAT IS PROVIDED ON CANVAS:

- ACADEMIC POLICIES AND FORMS;
- REQUESTS FOR WITHDRAWALS, EXTENSIONS, AND INCOMPLETES;
- TECHNOLOGICAL REQUIREMENTS AND ASSISTANCE,
- WRITING GUIDELINES AND ASSISTANCE;
- COURSE NETIQUETTE;
- PROHIBITION OF PLAGIARISM

### **Class Schedule**

FE 2 classes meet synchronously every Thursday beginning, September 12 (except as noted below):

Responses to posts are due no later than 3:00 PM Central Time on class days.

The Zoom classroom is accessible beginning at 6:45pm

Class begins at 7:00pm and ends at 8:30pm (CT)

### **September**

**Pre-course reading assignment is to be completed before the synchronous class scheduled on September 10th.**

**Read:** Bush, Joseph E., Jr., *Practical Theology in Church and Society*, Eugene, OR: Cascade Books, 2016.

**All learning contracts along with contact information for each member of the lay committee must be submitted no later than September 1.**

#### **8 Introduction to Context**

1. Post On Canvas: **By 5:00 PM**, On Canvas, **list** three (3) things a person would not know about you by looking at you.
2. Read the posts of your classmates, for each person identify an area about which you would like to know more, and formulate a question to ask.

#### **10 Contextual Learning - Synchronous Class: 7:00pm – 8:30pm (CT)**

Check In  
 Learning Management System (Canvas)  
 Safe Space  
 Knowing Oneself and Others  
 Definition of Context

#### **15 Context and Culture**

1. Read: *Parable of the Unjust Steward* (Luke 16:1-13)
2. Be prepared to discuss your understanding of the parable. We will pay special attention to how we understand the actors in the story and what in our own lives impacts our interpretation of behaviors and responses.

**17 Synchronous Class: 7:00pm – 8:30pm (CT)**

**Context and Culture**

Check In

Discussion of parable with focus on the following  
Culture, Ethnicity, Gender, Class, Values  
Prejudgment, Perspective and Position

**22 Read: Hester, Richard L., and Kelli Walker-Jones, *Know Your Story and Lead with It: The Power of Narrative in Clergy Leadership***

Pay attention to your reaction to the authors' assertions about the importance of personal narrative to authentic leadership. If it is helpful to you, you may want to journal about your reactions, especially when you experience significant points of agreement or disagreement.

**24 Synchronous Class – 7:00pm – 8:30pm (CT)**

**The importance of knowing your own story**

Check In

Discussion of *Know Your Story*

How does your personal narrative affect how you understand, experience, and interpret context? What are your presuppositions when you enter a new context (or reenter a familiar context)?

**29 *Assignment for this class due by 5pm***

1. Read: Moore, *The South Side*
2. Post On Canvas: On p. 95, she asserts that race is more important than class. Why does she say this? Do you agree or disagree? Provide examples from your experience to support your position. (min. 500-max. 750 words *or* 2-3 pages)

**October**

**1 Synchronous Class: 7:00pm – 8:30pm (CT)**

Check In

Our in-class discussion will focus on your response to the assigned question. How do you understand the intersection of race and class in US society?

- 6** Watch the video interview of Eileen's mother, who is from the southside and in the early 1960s lived in the neighborhood described by Moore. If additional videos are available, please watch those as well. Listen to the stories and their personal understanding of their context. What do you notice in the accounts across race, generation, and those who have remained vs. those who have left the neighborhood? Record your observations in a journal. Be prepared to refer to them for in class discussion.

**8 Context and Culture****Synchronous Class – 7:00pm – 8:30pm (CT)****Understanding Demographics**

Check In

Discussion of interview. What did you hear? What do you assume about Helen? How does her perspective differ from Moore's? What questions might you want to ask about Helen's personal narrative to gain greater understanding of her perspective on her old neighborhood? During this discussion, feel free to ask Eileen questions about her family. It is all on the table.

**13 Review the latest census for the zip code in which your site is located.**

1. Identify your site and how it functions within its neighborhood. Is it a church or something else?
2. How does the census information describe the local context?
3. What assumptions might you make about the neighborhood from this description?
4. Does your site reflect the zip code demographics?
5. If it does not, what happened? If it does, how is this connection maintained?
6. Be prepared to present your findings in class

**15 Synchronous Class – 7:00pm – 8:30pm (CT)**

During this class we will begin discussion of the census data and how to use it. We will also discuss how you might find out about the demographics of your site and its history in the community. You are not required to have the full summary developed during this class. The next two classes will be presentation of the contextual summaries.

**20 Prepare a Contextual Summary in which you review census information in relation to parish demographics. How do you see this congregation currently connecting to the surrounding community? How does the congregation understand its purpose in the community?****22 Presentation of Demographic and historical findings group 1**  
**Synchronous Class: 7:00pm – 8:30pm (CT)****29 Demographic and historical findings group 2**  
**Synchronous Class: 7:00pm – 8:30pm (CT)**

Check in

Discussion of field site contexts (cont.)

**November****3 Global and Local Contexts****Assignment due by 5pm**

1. Read: Schreiter, *The New Catholicity: Theology between the Global and the Local*

Shreiter states: “Traditions are often seen, especially by their guardians as being more cohesive than they in fact might be. There are elements of indeterminacy in every tradition that make innovation possible.” (p. 76)

2. Post On Canvas: Respond to the following:
  - Do you believe Schrieter’s rationale is sound? Why?
  - What evidence of religious and cultural “indeterminacy” do you see in your own context that would validate Schreiter’s theory?  
(min. 500-max. 750 words *or* 2-3 pages)
  
- 5     **Synchronous Class – 7:00pm – 8:30pm (CT)**  
**Check-in**  
 Discussion of customs or practices we observe at our sites that seem to be pieces of their core identity.
  
- 10    **Appreciative Inquiry: Interviews in Context**
  1. Read: Stavros, *Conversations Worth Having*
  2. Post On Canvas: In Canvas post examples of the kinds of people from your site who might be good sources for information about the congregation over time. If you are looking for diverse perspectives, who might you seek? What kinds of questions might you ask to avoid biasing the answers?
  
- 12    **Synchronous Class – 7:00pm – 8:30pm (CT)**  
 Check in  
 Appreciative Inquiry Practicum  
 Discussion of Field Focus
  
- 17    **Appreciative Inquiry: Interviews in Context**  
*Assignment due by 5pm:*  
On Canvas:
  1. State your Field Focus and what you hope to learn.
  2. Create and post five (5) appreciative inquiry questions that will provide meaningful insight regarding your Field Focus.
  3. Identify five (5) people you will interview in relation to your Field Focus and explain why you have chosen them.
  
- 19    **Synchronous Class – 7:00pm – 8:30pm (CT)**  
 Check In  
 Analyzing the Questions  
 Be prepared to discuss your field focus  
 What is it and why does it matter to you?
  
- 26    **Thanksgiving - No Class**
  
- December**
- 1     **Understanding Your Field Context**  
 Check In

### Contextual Summaries

- **Assignment due at class time**

Prepare a Contextual Summary of your Field Site

- What patterns are visible?
- What patterns might you suspect (wish to pursue)?
- What is the general narrative of the faith community?
- Where is the practical authority located?
- What generates excitement/energy?
- Where does the anxiety lie?

**3 Contextual Summary group 1**

**Synchronous Class – 7:00pm – 8:30pm (CT)**

**10 Contextual Summary group 2**

**Synchronous Class 7:00pm – 8:30pm (CT)**

**[Last class of the term]**

- **Final Reflective Essay due between December 10 & 19. Please submit through Canvas:**

Write a comprehensive reflection that describes your sense of your field site context.

“Comprehensive” means you are encouraged to draw on information gleaned from demographic data, supervisor observations, AI interviews, class reading, congregational genogram, personal interactions as well as field observations. Use your personal context and sense of self to answer the following questions:

- Who are they? Who are you? How will you both become “we?”
- min. 1250–max. 1750 words (5–7 pages)
- format for written work described in the *Student Handbook* must be followed

***[This assignment in addition to the Contextual Summary will be placed in your portfolio for assessment purposes as defined above. Grading rubric is available on the CANVAS site under “Field Education 2 Fall 2020”.]***