

# Bexley Seabury

## Anglican Formation PSF 300 (0 credits)

[PLEASE NOTE: THIS SYLLABUS MAY BE SUBJECT  
TO CHANGE]

### **Term and Year Offered: Spring 2022**

**Learning Environment:** This is a fully online course that begins with two days of synchronous sessions followed by monthly online synchronous meetings and occasional asynchronous work.

**Meeting Dates/Times/Place:** This class meets via Zoom from 1:00 PM to 3:30 PM on Saturday, January 29th. Subsequent synchronous sessions will be from 7:00 PM to 8:30 PM on the first Mondays of March (3/7) April (4/4) and May (5/2). Any asynchronous work and due dates will appear on Canvas with a summary in the detailed course schedule that follows. **All times listed are Central Time (CT). It is to be hoped that an in person gathering will be possible in May during the week of graduation – tentatively May 11-12 – if this is possible, it will take the place of the May synchronous session.** *During this time of pandemic uncertainty, an in person gathering would be complemented by either a hybrid component or a parallel online gathering for those unable to travel to Chicago. Those attending an in person gathering would be encouraged to remain for graduation.*

**About Your Instructor(s):** The Rev. Dr. Eileen Shanley-Roberts (she/her)  
and The Rev. Dr. KJ Oh (she/her)

**Contact Information:** Email is preferred – [KJOH@bexleyseabury.edu](mailto:KJOH@bexleyseabury.edu)  
[eshanleyroberts@bexleyseabury.edu](mailto:eshanleyroberts@bexleyseabury.edu)

Please text for urgent matters 847-894-7986

**Office Hours:** Office hours are by appointment. Please email to schedule a Zoom meeting.

**Course Description:** Anglican Formation provides students with the opportunity to cultivate three fundamental spiritual tools common to the Anglican Tradition: first, intentional participation in community; second, theological self-reflection; and third, fluent conversation between scripture and daily life experience. The course is designed to support and stretch students throughout their seminary experience by developing effective strategies for forming personal, spiritual, and relational support in ministry. The spring semester continues to build on themes introduced in the fall semester. In 2021-22, we have been exploring the theme “How do we show up.” As we continue to wrestle with this question we will move from considerations about our engagement with the broader community outside the church to how we enter specific spaces and relationships as authentic people of faith. The goal of formation is not to find the right answer but to find more of the questions and work as a community to explore possible responses. Note: All M.Div students are required to take Anglican Formation. DAS students are encouraged to join Anglican Formation as an optional component of their Bexley Seabury experience.

**Course Goals and Outcomes:**

Students successfully completing this course will develop:

**Goal:** Understanding of their own personal narratives that frame their world view.

**Outcomes:** Students will know they have achieved this goal when they demonstrate:

- a critical awareness of one's own social location, culture, preconceptions and biases, and a sense of self that is informed by one's own cultural narrative. [MDiv outcome 3.4]
- the ability to articulate one's own beliefs and to reflect on one's own spiritual and vocational experience and development. [MDiv outcome 4.2]

**Assessment** These will be assessed by observation by instructors of participation in synchronous sessions and online engagement with the material.

**Goal:** An ability to recognize assumptions made about self and others and reflect theologically on the effect of those assumptions.

**Outcomes:** Students will know they have achieved this goal when they demonstrate:

- the capacity to engage in various methods and techniques of theological reflection. [MDiv outcome 4.1]
- the ability to appreciate the connection between spirituality and the pursuit of justice. [MDiv outcome 4.3]

**Assessment:** These will be assessed by observation by instructors as well as self- and peer evaluations.

**A Word About Assessment: From Course Outcome Assessment to Program Assessment**

Bexley Seabury Seminary regularly evaluates the quality of our programs using a variety of data, including documents that are deposited into student portfolios. These portfolios consist of designated student work (artifacts) from each course. Each artifact is graded and accompanied by a scored rubric that assesses the work in light of desired curricular outcomes. The designated assessment artifact for this course is the reflection on the self- and peer evaluation.

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, (Jason Fout, [jfout@bexleyseabury.edu](mailto:jfout@bexleyseabury.edu)).

**Learning Methodology:** How we function as a community is a question that the church asks itself over and over again, especially during periods of change and growth. Anglican Formation

is one of the primary opportunities for Bexley Seabury students to develop community and engage in collaborative learning. Because of the vagaries of weather in the upper Midwest and the ongoing challenges of the pandemic, the January gathering will be held as a longer synchronous class session. Our time together will be divided among large group (plenary) sessions and small group conversations with shared opportunities for prayer and worship. We follow up with monthly Zoom meetings to continue the discussion and engage in topical group work. We will conclude the semester with a longer session in May. It is to be hoped that this will take the form of an in person gathering in Chicago with an online option for those unable to travel. These details will be announced as soon as possible. Regardless of the semester's topic, the unifying element of Anglican Formation is how we function as a community. The topic is the vehicle through which we explore our inter- and intra-personal dynamics for ministry and leadership. While the content is important, the grade for Anglican Formation is not dependent on content mastery. Instead, Anglican Formation students are graded on how well they function in the learning environment and engage with their peers. This includes the ability to share leadership, allow and encourage the gifts of others to shine, hold each other mutually accountable, remain in the discomfort of not being in control, and trust that others will do their part.

Anglican Formation allows space for personal prayer and reflection and students are encouraged to find and meet with a spiritual director. Anglican Formation is not intended to be a course in which different prayer forms are explored in a systematic way or that incorporates group spiritual direction. While important, they are more about personal piety than communal formation and are beyond the scope of this course.

### **Course Required and Recommended Resources:**

There are no books required for Spring Anglican Formation. Any required resources will be available via links provided in Canvas.

Students are expected to access the "Tech Help" resources via the button at the bottom of the Canvas home page for a description of technology requirements.

### **Course Assignments and Expectations:**

- Attendance at and participation in initial synchronous sessions (20 points)
- Participation in monthly synchronous sessions (30 points/10 points per session)
- Participation in student led worship/prayer outside of class (in any form) (5 points)
- Completion of a final self and peer evaluation that assesses engagement with material and willingness to engage with the community with a brief reflection on the self and peer evaluation. These two items will serve as the artifact for this course. (25 points)
- Participation in end of semester gathering (20 points)
- You must have at least 70 points (equivalent of a C) to pass this course.

### **Course Grading & Feedback:**

- This is a pass/fail 0-credit class.

- Participation in the various components of the course makes up the bulk of your grade. Absences are allowed, but you are responsible for tracking your points to ensure that you pass the class. **It is impossible to pass this course if you skip the gatherings.** Points will be deducted for late work at a rate of 1% per day.
- Feedback will be provided within 5 days of receiving an on-time assignment.
- Please be aware that the Canvas gradebook reflects cumulative grades for assignments for your course, but the final official grade for the course will be recorded manually by the instructor in Populi.

<b>Bexley Seabury requires a minimum grade of C to pass a course.</b>		
<b>Grade</b>	<b>Points</b>	<b>Description</b>
A (4.00)	96-100	Superior/Mastery
A- (3.67)	90-95	Excellent
B+ (3.33)	87-89	Very Good
B (3.00)	84-86	Good (high)
B- (2.67)	80-83	Good (low)
C+ (2.33)	75-79	Acceptable (high)
C (2.00)	70-74	Acceptable/Adequate
F (0)	< 70	Unacceptable (Fail)
<b>A grade of "P" in a Pass/Fail course is equivalent to a grade of C or above.</b>		

Participation in worship, while not required, is an integral part of students' formation. Anglican Formation begins and ends each session with a student led prayer. The retreat is punctuated by opportunities for communal online worship. Since these occur during designated class time, students are expected to be logged into Zoom during worship.

Course evaluations are an important part of the educational process. They help instructors understand what is working well for a course and what might benefit from some changes. Student feedback from the course evaluations have resulted in significantly greater clarity around expectations and cleared descriptions of the nature of this course. They have also moved us away from a final group project.

Students taking the course for credit are expected to complete the evaluation as part of their participation in the learning experience. Auditors are encouraged to complete the evaluation as well. Evaluations will be available in Populi near the end of the course and will remain open until the grade deadline for each term. Evaluations should be completed based on your experience of the course and should not be based on your final grade. For this reason, during the grading period, you will not be able to see your grade in Populi until you have completed the evaluation. After the grade deadline, you will be able to see your grade in Populi, but you will no longer be able to share your voice through the course evaluation.

### **Better Practices for Zoom Sessions**

Zoom works best when certain criteria are met:

- The latest version of Zoom is installed. Periodically check for updates and download the latest version.
- One computer::one user. Everyone should have their own device (including camera and mic) and zoom link. This helps everyone come to the space equally and enables us to track participants for attendance purposes as well as monitor conversation and assign breakout rooms.
- If you are in a shared or noisy space, use headphones/earbuds. In general, it is normally best to keep your mic muted unless you are speaking. This helps minimize background noise.
- Minimize distractions around you (try to be in the same location for the duration of the session). If you must be in transit, mute your mic and your camera.
- Plan ahead to ensure you have a stable internet connection for the duration on the session. If your connection becomes unstable, it may be helpful to turn off your video when you speak.
- Otherwise, cameras should generally be on, unless you need to step away to take care of something. This contributes toward demonstrating your presence and participation in class during the session.

### **Preliminary work:**

In order to maximize our synchronous sessions, I hope to restrict housekeeping details to asynchronous time using Canvas or email. If you have a housekeeping question, please check Canvas or email me directly. Unless it really is a question for the entire group, please use reply rather than reply all as your default.

Prior to our synchronous session on **January 29**, please review this syllabus and our Canvas page for dates, course expectations and norms, and a brief description of how we will create sacred space. Not every module will be visible at this time.

### **Course Schedule:**

<b>January 29</b>	<b>How do we show up as individuals?</b>
1:00 PM	Welcome and Introductions Noonday Prayer Overview of the day
1:30 PM	Break out rooms for check-ins, updates, and conversation
2:00 PM	Plenary – How do we show up? Connection of this topic to the curriculum How the semester might flow
2:30 PM	Small group conversations
3:15 PM	Prayer from Iona
3:30 PM	Adjournment and dismissal

## **Class Schedule and Assignments**

Between our synchronous meetings you will be asked to engage in theological self-reflection, around the topics identified with each date. You may record your reflections for reference or simply keep track of them mentally. The key is to come to each session prepared to engage the overarching topic with your peers. The topic should be seen as a starting place for conversation and not the road map dictating your conversations. There may be a small amount of reading or research required for each session that will have grown out of the previous month's discussion. Please see Canvas for any specific assignments for each class. Between our synchronous sessions you are encouraged to join your peers for student organized communal prayer. This is not a worship requirement, but it is an encouragement to connect with each other as a matter of regular practice. This component is worth 5 points (1 point for each time you pray with other students awarded on the honor system). Details for this will be provided during our first session and then made available on Canvas.

### **March 7          Synchronous Class 7pm – 8:30pm CT**

**Framing Question:** What does it mean to be a guest?

**In Class:** In Congregational work we spend a lot of time talking about being welcoming. How we welcome is culture bound, and usually reflects how we expect people to behave as guests. What if we don't have a shared understanding of what it means to be a guest. Who is a guest? How do we expect guests to behave/what do we assume they need? When do people stop being guests? How do you want to be treated when you are a guest?

### **April 4          Synchronous Class 7pm–8:30pm (CT)**

**Framing question:** How do you come into a space that is not your own?

**Small group Discussion:** In your small groups discuss your personal formation around what it means to enter someone else's space. How do you gain entry? How do you present yourself? How do you navigate the various customs of hospitality (Hostess gift? Do you tell people about food allergies or preferences? How long to stay? Thank you note?) How do you know if you are welcome or not?

### **May 2 or May 11-12 Synchronous Class 7pm-8:30pm (CT) or Gathering**

**Topic:** Allowing others to lead

**Questions:** Being the recipient of hospitality is as important as being the bestower of hospitality. When we enter new spaces, we are challenged to be mindful of those who were there before us and may have a better grasp of the context and community. Stepping back from privilege, the position of knowledge and authority, can be really hard. It is a position of vulnerability. Historically, Christian churches have a bad track record in this area. How might we, as people of faith, enter spaces as guests who respect the work and customs of those around us? How do we set aside our privilege and allow those who are typically marginalized to lead?

### **Additional Information:**

A word about children and other important people in your life: Unlike pets, children take in far more than we realize. I love to see your kids and the other people who share your life, and I appreciate and respect that the conversations in which we engage are often deeply personal and should be kept confidential. As students, you have pledged to maintain confidentiality, the rest of your household has not. Moreover, sometimes topics arise that might not be developmentally appropriate for your child. I can't judge that for you (neither can anyone else in the class). If you need to attend to someone or something, do what you need to do. If the kids want to say hi or your spouse or other adult passes through the room, cool. In the interest of confidentiality and comfort for your classmates, please encourage them to move on quickly. If possible, find a place to work that is apart from the main traffic flow in your home. We love you. We want to know you as full human beings who are in relationships and have competing responsibilities. We also need to value each other's time, trust, and commitment to this process.

Headphones, while not essential, can help with the audio and make it possible to participate in a Zoom session without muting. Try to find a place with a stable internet connection. If you cannot, it is possible to phone in to class. The phone number is provided with the Zoom link. You have all the dates and times. Please, try to schedule yourself so you are not going between locations during class time. It is disruptive to the rest of the class to pop in and out as you are driving. I know that things come up. Let me know in advance, and we will try to work something out (and yes, I too have attended a child's hockey game or concert and class simultaneously, I do not recommend this practice, but I sometimes endorse it.).

### **Academic Policies**

All students in Bexley Seabury courses are expected to be familiar with the following information that is provided on Canvas, in Student Resources:

- Academic policies and forms
- Requests for withdrawals, extensions, and incompletes
- Technological requirements and assistance
- Writing guidelines and assistance
- Course Netiquette
- Prohibition of plagiarism