

SM 1302:
Theological Reflection Group for 3rd-Year MDiv Students

Syllabus for Spring 2022 (1.5 credits) – Tuesdays, 3:00-4:20 P.M.
Join Zoom Meeting: <https://lpts-edu.zoom.us/j/86761440151>
One tap mobile: +19292056099,,86761440151# US (New York) OR
+13017158592,,86761440151# US (Washington DC)

Instructors:

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In the second semester of the third-year reflection group (a two-semester sequence), we will continue individual and collaborative reflection on each of your seminary experiences and on how your vocational commitment and focus have evolved during your time at LPTS. You will complete the electronic portfolio of seminary work that you began in the fall and present a portion of it to the class. Other class sessions will focus on topics suggested by students in the fall semester, including the following: leadership, community activism and community development, fundraising and grant writing, conflict management, and keeping the faith after seminary.

Online Platform

Our course website will be hosted on Canvas. All announcements and assignments will be posted on this site. Class sessions will be conducted via Zoom for all students, due to new protocols required by the latest wave of the Coronavirus. This arrangement is likely to continue through the entire semester, although if circumstances permit, we will arrange for occasional in-person sessions. ***Students who previously took the class asynchronously should plan to participate in the synchronous Zoom course this spring; conflicts should be navigated in cooperation with the instructors.***

Course Learning Outcomes

By the end of the course, you will be able to:

1. Demonstrate how you have achieved each of the Student Learning Outcomes for the Master of Divinity Program, as illustrated by annotated artifacts from your coursework, field education, and extracurricular engagement;
2. Reflect critically on various topics pertinent to the practice of ministry; and
3. Utilize tools for assisting with organizational growth and change.

Grading

Grades will be assigned on a Pass/Fail basis. In order to earn a passing grade, **you will need to earn at least 80%**. Assigned point values for each course component are as follows:

1. ***Attendance and participation. Attending all class sessions and engaging content and discussions fully will count for 30% of your final grade.***

2. *Portfolio*. The portfolio should be assembled in a presentation format (as a website; as a PowerPoint presentation, with hyperlinks to supporting documentation; or in some other suitable format). **Your portfolio is due on February 28, 11:59 p.m. The portfolio will count for 30% of your final grade.** See [rubric](#) (on assignment page in Canvas).
3. *Presentation of your portfolio*. You will share your homepage and your content for a SLO of your choosing to the class. **Portfolios presentations will take place on March 8 and March 22. The presentation will count for 10% of your final grade.**
4. *Summary of Henri Nouwen, A Spirituality of Fundraising*. **The summary is due on April 4, 11:59 p.m. The summary will count for 10% of your final grade.** See rubric in Canvas.
5. *Game plan*. You will create a strategy to address an important fundraising need that you identify, or a SWOT analysis + strategic plan for an organization you care about. You may work either solo or collaboratively with up to 3 other students. **Your game plan is due May 6 at 11:59 p.m. The game plan will count for 20% of your final grade.** See rubric in Canvas.

Summary:

Attendance and participation:	30%
Portfolio:	30%
Portfolio presentation:	10%
Summary of Nouwen	10%
Game plan:	20%
	<hr/>
	100%

SPRING SEMESTER SCHEDULE

February 8 - Portfolio presentation formats. In this session we will review the options for presenting your portfolio and respond to any questions you may have. *Due date for submission of your portfolio is February 28 at 11:59 p.m.*

February 15 - Introduction to key leadership tools: SWOT Analysis, SMART goals, and Appreciative Inquiry. *Readings:*

- [Ryan Jones, Nonprofit SWOT Analysis: A Strategic Management Tool](#) (download the worksheet if you like);
- [Is Your Nonprofit Setting SMART Goals?](#);
- [Doing Change Differently: An Appreciative Inquiry Approach](#)

February 22 - SWOT analysis teams meet. You will meet in teams to analyze some facet of the LPTS curriculum or programming, producing a report that you can share with the class (and potentially with seminary leadership).

March 1 - SWOT reports. Small groups will each present their results to the class as a whole.

March 8 - Portfolio presentations. *Each student will share the home page of their portfolio along with their narrative overview and artifact captions for one SLO of their choosing.*

March 15 - Research and Study. Enjoy!

March 22 - Portfolio presentations, continued. *Students who did not present on March 8 will share the home page of their portfolio along with their narrative overview and artifact captions for one SLO of their choosing.*

March 29 - What is community development? A conversation with the Rev. Dr. Jamesetta Ferguson. *In advance of our time with Rev. Dr. Ferguson, please read [this article](#), watch [this news clip](#), and peruse the [MOLO village website](#).*

April 5 - Fundraising 101. In preparation for the class, read Henri J. M. Nouwen, *A Spirituality of Fundraising*. Prepare a 200-300 word summary of points you want to discuss and questions for class reflection. The questions can be theological, pastoral, or personal. Here are examples: Can money from evil sources be redeemed by giving it to good causes? How would I articulate the spiritual benefits of generosity to people in my congregation? Am I afraid to ask people for money for my cause, and if so, what are the sources of that fear? *The summary is due on April 4 at 11:59 p.m.*

April 12 - Fundraising 101 (part 2). A quick overview of the nuts and bolts of fundraising and a review of pertinent resources.

April 19 - Conflict Management: Crucial Conversations and Confrontations. We will discuss two books, which you can find [here](#) and [here](#). The approach represented in these books is used by many organizations across the United States and abroad. You do not need to read the books in advance, but you are encouraged to do so.

April 26 - Conflict Management: General approaches and resources. We will review basic principles and a variety of resources for conflict management, useful for churches, non-profit organizations, and more.

May 3 - Keeping the faith after seminary. The precise content and format of the session are TBD.

May 6 - Due date for your Game Plan (at 11:59 p.m.).

Appendix: Course Policies

Items Relating to Fall Instruction, Learning, and Technology at LPTS

1. To access the library and its resources, visit: <https://lpts.edu/library/>
2. To request a library laptop loan, contact library@lpts.edu

3. For a summary of information related to accessing Outlook, Canvas, CAMS, and the Intranet, see: [Accessing LPTS Resources](#)
4. For general help with campus network access, Outlook (email), contact support@lpts.edu
5. For help with Canvas credentials, contact Carolyn Cardwell at ccardwell@lpts.edu.

Use of Inclusive Language

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. More discussion about inclusive language can be accessed from the Academic Support Center and from the section of the LPTS web site on "Inclusive and Expansive Language" (see [here](#)).

Academic Honesty

All work turned in to the professor is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others (including other students as well as online sources) must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Failure to credit sources (whether intentional or due to oversight) constitutes plagiarism, and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For more information, see the Policy for Academic Honesty in the Student Handbook.

Special Accommodations

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center during the first two weeks of a semester (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

Citation Policy

Citations in your papers should follow Seminary standards, which are based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association*. 7th ed. Washington, DC: American Psychological Association, 2020.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 9th ed. Chicago: University of Chicago Press, 2018.

The Chicago Manual of Style. 17th ed. Chicago: University of Chicago Press, 2017.

Copies of these guides are available at the library and in the Academic Support Center. See also the library's citation help center: <https://lpts.libguides.com/digitalresources/citingsources>.

Attendance Policy

Perfect or near-perfect attendance is expected, and roll will be taken. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class prior to the session. Whether excused or unexcused, more than two absences will affect the student's grade, and more than four absences may result in a failing grade in the course.