

PRACTICAL THEOLOGY IN CONGREGATIONS (PTC)

PX 20131 AND 20132

Spring 2018

Monday Evenings 7:00-9:00PM in Schlegel 120 | Wednesday afternoons 1:30-3:20PM in Schlegel 122
(Small Groups meet in other rooms as assigned)

Teaching Team: Marcus Hong, Rev. Anne Vouga, Rev. Dr. Marion Miller
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CREDIT: See Fall 2017 Syllabus

COURSE DESCRIPTION: See Fall 2017 Syllabus

PREREQUISITES: See Fall 2017 Syllabus

GOALS: See Fall 2017 Syllabus

TEACHING METHODS: See Fall 2017 Syllabus

School and Class Policies

See Fall 2017 Syllabus

From the Dean's Office

See Fall 2017 Syllabus

Assignments and Readings

GRADING: Students will receive feedback on their Reflective Field Notebooks and Congregational Projects from their Small Group Leader. Final decisions on grades will rest with Professor Hong. Field education supervisors will be responsible for evaluation of the field-based portion on a pass/fail basis. **Students who demonstrate basic competency in the skills listed in MDiv Program Goal 5 (see above) and who meet the terms of their Administrative Agreement and Learning Covenant will receive a passing grade for their two units of congregational placement. A passing grade from the field education setting is mandatory to pass PTC.**

Assignment Breakdown

Reflective Field Notebook	30%
Small Group Participation	10%
Congregational Projects	30%
ePortfolio	30%
	100%

Grade Scale

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	59 and below

Detailed rubrics for most assignments (excluding Small Group Participation and ePortfolios—for which we will create a rubric together) can be found at the end of the syllabus, further guidance will be given in class.

REFLECTIVE FIELD NOTEBOOK: Each week, students will critically and theologically reflect on 1) spiritual disciplines, 2) readings and discussions, 3) chosen memoirs, and 4) field education experiences. Students will put their reflections onto their ePortfolio website (see below) under a special, password-protected blog. Teaching Team members will read their Small Group's reflections and provide comments and feedback every other week.

In writing your notebook, we are looking for evidence of theological reflection on ministry, ministerial practice, and pastoral vocation. Each week, students will write approximately 1000 words (2 single-spaced pages, 12-pt font), with approximately 250 words dedicated to each of the four topics (sometimes more, sometimes less). Prompts for each week can be found in the detailed course schedule starting on page 6.

SMALL GROUPS: Small groups of 7 or 8 students, facilitated by one member of the Teaching Team, allow us to deepen our reflection. The Monday Night section of PTC counts as its own small group. On Wednesday, small groups will meet in breakout rooms on the second floor of Schlegel Hall. On some days, we will meet in small groups for the entire two hours; other days we will meet in a large plenary group for one hour then in small groups for the second hour. Our hope is that these small groups will become a source of support, encouragement, and challenge for everyone.

CONGREGATIONAL PROJECTS: Over the semester, often in consultation with their supervisor, lay committee, or other church members, students will complete 3 short projects. Instructions will be given in class. For the Spring Semester, these projects include 2 Case Studies and an Asset-Based Community Development Project. Please bring your completed projects to class.

EPORTFOLIOS: This is a year-long project. An ePortfolio is a curated online collection of “artifacts,” materials (written prayers, video or audio recordings, handouts, curricula, pictures, newsletter articles, etc.) that demonstrate learning, describe areas of interest or curiosity, and express the creator’s personal character. Students will decide what artifacts to upload. Each artifact should be chosen to reflect on one or more of the following areas, which correspond to goals 4 and 5 of the MDiv Program (see the “Goals” section of the Fall syllabus): 1) Worship; 2) Proclamation; 3) Formation; 4) Public Ministry; and 5) Vocational Identity. Students must upload at least one artifact per area. Each artifact should be accompanied by a descriptive and reflective paragraph (no less than 200 words) that makes the case for the artifact’s inclusion.

For the spring semester, students should refine the basic website they created in the fall, including their “about me” section and their blog (the Reflective Field Notebook). By the end of the semester, they should also have uploaded at least 5 artifacts, and spent considerable time on the design and presentation of their website. A communal rubric for grading the ePortfolio will be created by the students, in conversation with Professor Hong.

BOOKS: Additional readings will be distributed in class or on CAMS.

- Floding, Matthew, ed. *Engage: A Theological Field Education Toolkit*. New York, NY: Rowman & Littlefield, 2017.
- Nouwen, Henri J.M. *Creative Ministry*. New York, NY: Image Books/Doubleday, 1971, 2003.
- Patterson et al, *Crucial Conversations, 2nd Edition*. New York, NY: McGraw-Hill Education, 2012.

Memoirs – Part III – Choose 1 of the following:

- Martin Luther King, Jr., *A Testament of Hope*. New York, NY: HarperCollins, 1991. selections
- Malcolm X and Alex Haley, *The Autobiography of Malcolm X*. New York, NY: Random House/Ballantine, 1964, 1999.
- Pauli Murray, *An Autobiography, 2nd Edition*. Knoxville, TN: University of Tennessee Press, 1989.

Memoirs – Part IV – Choose 1 of the following:

- Nadia Bolz Weber, *Pastrix*. Nashville, TN: Jericho Books, 2014.
- Chris Hoke, *Wanted*. New York, NY: HarperCollins, 2015.
- Dorothy Day, *The Long Loneliness*. New York, NY: HarperCollins, 1952, 1980.

Schedule

	TOPIC	Date	Discipline
Week 1	Multi-Level Relational Ministry	Feb 5 and 7	SPIRITUAL FRIENDS OR DIALOGICAL PRAYER
Week 2	Technology and Communication Workshop	Feb 12 and 14	
Week 3	<i>Group Processes for Positive Change (Supervisors)</i>	Feb 19 and 21	
Week 4	***Black Church Studies Consultation***	Feb 26 and 28	
Week 5	<i>Case Studies 3</i>	Mar 5 and 7	
	RESEARCH AND STUDY WEEK	March 12 and 14	
Week 6	Crucial Conversations	Mar 19 and 21	ORA ET LABORA
Week 7	<i>Case Studies 4</i>	Mar 26 and 28	
	Week after Easter (no class)	April 2 and 4	
Week 8a	Organizing and ABCD – No Wed. (***Grawmeyer***)	April 9 and 11	
Week 8b	Organizing and ABCD – No Mon.	April 16 and 18	
Week 9	Practicum Panel Discussion	April 23 and 25	
Week 10	<i>Gleanings and Goodbyes (Supervisors)</i>	April 30 and May 2	

Across the two semesters, this course slowly broadens from the personal to the societal. The fall semester moved from pastoral identity and self-care, to three central pastoral tasks: teaching, caring and celebrating, and ended with an examination of the congregation’s internal culture and external context. The spring semester moves through communication and leadership development to asset-based community development, group processes for change, and engagement with the larger community.

This schedule below contains tools to help you budget your time. The course has been planned so that all tasks (including attending class) total between 10 and 14 hours per week. Different people may spend different amounts of time on different parts of the course. At **minimum**, each week, you can expect to spend 2 hours in class, 2 hours writing your Notebook, 4 hours reading, and 2 hours on other tasks. The weeks have been balanced so that a heavier week is followed by a lighter week, or a natural break in the course. It might behoove you to occasionally work or plan ahead.

Readings are listed according to 1) the three required textbooks; 2) readings on CAMS; 3) suggested pacing for your chosen memoirs. We have provided page counts for all readings excepting the memoirs. You might want to time how long it takes you to read the given number of pages during the first few weeks to help you determine how much time to budget for the rest of the course. The pacing for the memoirs rests on the premise that you could read 5-10 pages of the memoir every night or every morning and easily maintain the suggested schedule. These memoirs are to act as companions along the way, to be read slowly, to be pondered. Nevertheless, you can read at your own pace, as long as you finish reading both memoirs by the end of the semester.

Week 1 – February 5 and 7 – Multi-Level Relational Ministry

Introduction to the second semester; Plenary and Small Group.

- DISCIPLINE: Introduced to New Spiritual Disciplines in Class
- READINGS: Textbooks “Engaging for Faithful Leadership” (6pp);
“Engaging in Public Ministry” (6pp);
“Engaging in a Non-Profit Context” (6pp);
- On CAMS Andrew Root, *The Relational Pastor*, ch. 13-15 (46 pp)
Helen Cepero, *Journaling as Spiritual Practice*, ch. 10, epilogue (13 pp)
E. Stanley Ott, *Transform Your Church*, ch. 7 and appendix (24 pp)
- By E-mail Margaret Silf, *Close to the Heart*, ch. 23 (5 pp)
Rick Ufford-Chase and Aric Clark, *Faithful Resistance*, ch. 9 (16 pp)
- Memoir MLK, *Testament of Hope*, p. 417-490
Malcolm X, *Autobiography*, Forward-ch. 3
Murray, *Autobiography*, Intro, ch.1-6
- NOTEBOOK: 1) Discipline – Who in your life, has acted as a soul friend or spiritual mentor?
2) Readings and Class – What is your reaction to Andrew Root’s claims about the relational and prayerful basis of ministry? Where do you see Ufford-Chase and Clark’s distinction between connectionalism and solidarity at work in your church/regional governing body/denomination?
3) Memoir – Which one did you choose? Why? What do you expect to experience?
4) Field Experiences – How have you experienced relational ministry at your Field Ed site?
- ASSIGNMENTS: N/A

Week 2 – February 12 and 14 – Workshopping Technology and Communication

Workshopping our ePortfolios and creating a communal rubric; Plenary and Small Group.

- DISCIPLINE: Spiritual Friends or Dialogical Prayer
- READINGS: Textbooks “Engaging Technology in Field Education” (6pp);
- Online Review these three [sample ePortfolio Rubrics](#) (click on each word to access the three rubrics)
[Read this article about ePortfolios](#) (click to access)
Read the MDiv Learning Goals, p. 12 of the [2016-17 Catalog](#) (click)
- Memoir MLK, *Testament of Hope*, p. 5-42; 75-98
Malcolm X, *Autobiography*, ch. 4-ch. 7
Murray, *Autobiography*, ch.7-11
- NOTEBOOK: 1) Discipline – How does technology help or hinder your practice of spiritual disciplines?
2) Readings and Class – What has been most helpful and most challenging about creating an ePortfolio?
3) Memoir – What stood out to you from your reading?
4) Field Experiences – Respond to the three questions posed at the end of the “Engaging Technology in Field Education” Chapter (p. 140).
- ASSIGNMENTS: N/A

Week 3 – February 19 and 21 – Group Process for Positive Change

Guest Presentation; Supervisors Invited; No Small Group.

- DISCIPLINE: Spiritual Friends or Dialogical Prayer
- READINGS: On CAMS Richard Osmer, *Practical Theology*, ch. 4 (44pp);
Mark DeVries, *Sustainable Youth Ministry*, ch. 4-6 (38pp);
Soong-chan Rah, *Many Colors*, ch. 10 (13 pp)
- Online [Positive Change in Congregations](#) (click to access)
[Group Process that facilitate positive change](#) (click to access)
(This is similar to the previous reading, but offers a few extra details that I thought were helpful).
[Ten Assumptions of Appreciative Inquiry](#) (click to access)
[Doing Change Differently](#) (click to access)
- Memoir MLK, *Testament of Hope*, p. 491-517; 43-53; 106-111; 117-125; 201-223
Malcolm X, *Autobiography*, ch. 8-11
Murray, *Autobiography*, ch. 12-16
- NOTEBOOK: 1) Discipline – How have spiritual disciplines been helpful for you during times of change?
2) Readings and Class – Have you ever been a part of a congregation undergoing significant change? What happened? What perspective do this week’s readings bring to that experience? If you have not experienced congregational change, among Osmer, DeVries, and Rah, which reading do you imagine being most helpful in navigating change? Why?
3) Memoir – What stood out to you from your reading this week?
4) Field Experiences – Discuss with your supervisor and/or lay committee: Has your congregation ever utilized a group process in order to facilitate change? What process did they utilize? What did they find helpful about it? What did they find unhelpful?

ASSIGNMENTS: N/A

Week 4 - February 26 and 28 – Black Church Studies Consultation

We will not meet for class. Instead, please attend at least one part of the Black Church Studies Consultation on Tuesday. If you cannot attend, please let us know. Choose another event (either on campus or elsewhere). No matter what you attend, please spend time reflecting on this event in your notebook.

- DISCIPLINE: Spiritual Friends or Dialogical Prayer
- READINGS: Memoir MLK, *Testament of Hope*, p. 518-554; 224-230; 289-303;
Malcolm X, *Autobiography*, ch. 12-14
Murray, *Autobiography*, ch. 17-22
- NOTEBOOK: 1) Discipline – What was life-giving about your spiritual practice this week? What was a struggle?
2) Readings and Class – Which event did you attend? What did you learn? What questions do you have?
3) Memoir – What stood out to you from your reading this week?
4) Field Experiences – How might what you learned through the event you attended meaningfully impact the ministry at your Field Education site?

ASSIGNMENTS: Case Studies Due Next Week. See below for more information.

Instructions: All students should write a case study dealing with either “a first experience” or an event that raises issues pertaining to pastoral identity, pastoral authority, or some aspect of ministry. The experiences can be either positive or negative, but must contain some important matter you would like to discuss with the group. Handouts that detail a model for case studies were given in Week 5 in the Fall. They are also on our CAMS course site.

E-mail your case studies to your Small Group Leader by this Thursday (Mar. 1). They will select two students to present their case next week. These students should make physical copies for all small group members.

Remember: confidentiality. Please remove any identifying details about anyone involved in the event. All physical copies should be collected and destroyed after class next week.

Week 5 – March 5 and 7 – Case Studies 3

Meet in our Small Groups for the whole time.

DISCIPLINE: Spiritual Friends or Dialogical Prayer

READINGS: Textbook Begin reading *Crucial Conversations*
Memoir MLK, *Testament of Hope*, p. 555-633; 54-63; 126-131;
Malcolm X, *Autobiography*, ch. 15-17
Murray, *Autobiography*, ch. 23-28

NOTEBOOK: 1) Discipline – Mid-way through experiencing Spiritual Friendship or Dialogical Prayer, how has your practice of spiritual disciplines deepened, if at all?
2) Readings and Class – Reflect on either presenting, or responding to case studies this week.
3) Memoir – What stood out to you from your reading this week?
4) Field Experiences – Your case study counts as your reflection for this week.

ASSIGNMENTS: N/A

March 12 and 14 – RESEARCH AND STUDY WEEK

Enjoy this week away from the classroom! But, yes, please still do your readings, spiritual discipline, and notebook.

NOTE: The recommended memoir readings are more intense this week (closer to 110 pages, instead of 60-70 pages), so that you can finish these memoirs before starting the next ones next week. As always, read at your own pace.

DISCIPLINE: Spiritual Friends or Dialogical Prayer

READINGS: Textbook Continue reading *Crucial Conversations*
Memoir MLK, *Testament of Hope*, p. 634-653; 231-286; 303-328; 64-72;
Malcolm X, *Autobiography*, ch. 18-Epilogue
Murray, *Autobiography*, ch. 29-Epilogue

NOTEBOOK: 1) Discipline – What was life-giving about your spiritual practice this week? What was a struggle?
2) Readings and Class – Looking back over the first half of the semester, what themes have emerged in your course work and reflections? Read through your previous notebook entries.
3) Memoir – As we finish reading our first memoir for this semester, what do you take away from what you have read? This first set included three people involved in the 20th century civil rights movement. What parallels do you see to our own time? What differences? If you haven't finished reading yet, let us know, and do this reflection piece during the week you finish.
4) Field Experiences – Where did you experience God this week? Where do you wish you had experienced God?

ASSIGNMENTS: Consider working on your ABCD Project (due mid-April). Instructions given in class.

Week 6 – March 19 and 21 – Crucial Conversations

Plenary and Small Group.

DISCIPLINE:	Spiritual Friends or Dialogical Prayer	
READINGS:	<u>Textbook</u>	Finish <i>Crucial Conversations</i>
	<u>On CAMS</u>	Feedback Handout
	<u>Video</u>	Brene Brown, “Daring Classrooms”: https://youtu.be/DVD8YRgA-ck
	<u>Memoir</u>	Bolz-Weber, <i>Pastrix</i> , Fall 2005-ch. 3 Hoke, <i>Wanted</i> , Intro-Wanted II Day, <i>Loneliness</i> , Intro-University

- NOTEBOOK:
- 1) Discipline – Both of our spiritual disciplines for the first part of this semester involve “dialogue.” How do these spiritual disciplines intersect with *Crucial Conversations*?
 - 2) Readings and Class – Reflect on a time when you received feedback that you found helpful. What was helpful about it? Who gave it to you? Reflect on a time when you received feedback that felt harmful. Why was it harmful? Who gave it to you? How do our course readings (and video) help you to frame what happened in these experiences?
 - 3) Memoir – Which one did you choose? Why? What do you expect to experience?
 - 4) Field Experiences – What crucial conversations have you had to have in ministry? If you have not had to have difficult conversations, have you seen your supervisor engage in crucial conversations? If you have experienced neither of these, why do you think you have not experienced this in your field education placement?

ASSIGNMENTS: Case Studies Due Next Week.

Instructions: All students should write a case study dealing with either “a first experience” or an event that raises issues pertaining to pastoral identity, pastoral authority, or some aspect of ministry. The experiences can be either positive or negative, but must contain some important matter you would like to discuss with the group. Handouts that detail a model for case studies were given in Week 5 in the Fall. They are also on our CAMS course site.

E-mail your case studies to your Small Group Leader by this Thursday (Mar. 22). They will select two students to present their case next week. These students should make physical copies for all small group members.

Remember: confidentiality. Please remove any identifying details about anyone involved in the event. All physical copies should be collected and destroyed after class next week.

Week 7 – March 26 and 28 – Case Studies 4

Meet in our Small Groups for the whole time.

DISCIPLINE:	Ora et Labora	
READINGS:	<u>Memoir</u>	Bolz-Weber, <i>Pastrix</i> , ch.4-6 Hoke, <i>Wanted</i> , Birds of the Air-Angle of Descent Day, <i>Loneliness</i> , East Side-A Time of Searching

- NOTEBOOK:
- 1) Discipline – We are starting a new spiritual discipline. What do you anticipate experiencing through this discipline?
 - 2) Readings and Class – Reflect on either presenting, or responding to case studies this week.
 - 3) Memoir – What stood out to you from your reading this week?
 - 4) Field Experiences – Your case study counts as your reflection for this week.

ASSIGNMENTS: Continue working on your ABCD Project (Due in a couple weeks). Instructions given in class.

April 2 and 4 – NO CLASS – Week after Easter

Take time to rest and to read your memoirs.

READINGS: Memoir Bolz-Weber, *Pastrix*, ch. 7-9
Hoke, *Wanted, Wanted IV-Fuck the World*
Day, *Loneliness, Man is Meant-Jobs and Journeys*

NOTEBOOK: 1) Discipline – What was life-giving about your spiritual practice this week? What was a struggle?
2) Readings and Class – N/A
3) Memoir – What stood out to you from your reading this week?
4) Field Experiences – What did your congregation do during Holy Week and Easter? Is your experience of these events different now that you are a seminary student? Why or why not?

ASSIGNMENTS: Continue working on your ABCD Project (Due either next week or the week after).

Week 8a – April 9 and 11 – Grawmeyer (and Organizing and ABCD)

Wednesday Afternoon will not meet for class. BUT, do pay attention, as the assignments due for Monday Night Class this week are due for you next week. Instead of class, please attend the Grawmeyer lecture on Tuesday, April 10. If you cannot attend, please let us know. Choose another event (either on campus or elsewhere). No matter what you attend, please spend time reflecting on this event in your notebook. Due to scheduling, the MONDAY NIGHT CLASS WILL MEET this week. Please do also attend the Grawmeyer lecture or another event. To make up the time going to this or another event, the Monday Night Class will NOT meet NEXT week. Wednesday Class should reflect on Grawmeyer this week.

DISCIPLINE: Ora et Labora

READINGS: Textbooks Nouwen, “Organizing,” (22pp)
On CAMS Corbett and Fikkert, *When Helping Hurts* (excerpts) (50pp)
Online Albert Nolan, “[Four Stages of Growth](#)” (hyperlinked)
Memoir Bolz-Weber, *Pastrix*, ch. 10-13
Hoke, *Wanted, Hearts Like Radios-Stranger on the Edge of Town*
Day, *Loneliness, Peasant-Paper, People and Work*

NOTEBOOK: 1) Discipline – Ora et Labora is meant to operate as prayer while working. Have you felt that you have been able to integrate this spiritual discipline into your day? Why or why not?
2) Readings and Class – If this is the week that your section is engaging your ABCD Projects, reflect on Nouwen’s contention about the importance of integrating contemplation and action, the social activist and the inward-looking person. Where do you see the dynamics between these two aspects of “organizing” at work in what Corbett and Fikkert, on the one hand, and Nolan on the other have to say about the posture with which one approaches communities? If this is the week that your section is meant to have off for the Grawmeyer Lecture, which event did you attend? What did you learn? What questions do you have?
3) Memoir – What stood out to you from your reading this week?
4) Field Experiences – If this is the week that your section is engaging your ABCD Projects, reflect on the experience of creating this project. What was the most difficult part? Do you think this project is feasible for your congregation? What barriers do you see getting in the way of your congregation engaging in this project? If this is the week that your section is meant to have off for the Grawmeyer Lecture, how might what you learned through the event you attended meaningfully impact the ministry at your Field Education site?

ASSIGNMENTS: E-mail to Marcus any burning questions you have about the practice of ministry that you would like our teaching team panel to discuss during Week 9.

Week 8b – April 16 and 18 – Grawmeyer (and Organizing and ABCD)

Monday Evening will not meet for class. Instead, please attend the Grawmeyer lecture (which happened last Tuesday). If you cannot attend, please let us know. Choose another event (either on campus or elsewhere). No matter what you attend, please spend time reflecting on this event in your notebook. WEDNESDAY AFTERNOON CLASS should look at the assignments and readings for last week. Monday class should reflect on Grawmeyer this week.

Week 9 – April 23 and 25 – Practicum Panel

Panel Discussion with the teaching team offering their humble wisdom on your questions about ministry.

DISCIPLINE: Ora et Labora

READINGS: Memoir Bolz-Weber, *Pastrix*, ch. 14-16
Hoke, *Wanted, Wanted* VI-Saint Christopher
Day, *Loneliness*, Labor-Family

NOTEBOOK: 1) Discipline – What was life-giving about your spiritual practice this week? What was a struggle?
2) Readings and Class – After our Practicum Panel, reflect on what you learned about ministry. What lingering questions do you still have?
3) Memoir – What stood out to you from your reading this week?
4) Field Experiences – How might what we discussed during the Practicum Panel reframe experiences that you have had in your Field Education placement this year? How might it impact how you engage in ministry in the future?

ASSIGNMENTS: N/A

Week 10 – April 30 and May 2 – Gleanings and Goodbyes

Supervisors Invited; No Small Groups.

DISCIPLINE: Take time to reflect on your spiritual disciplines | Dust off your Framework for Soul-Tending from last semester.

READINGS: Memoir Bolz-Weber, *Pastrix*, ch. 17-19 and [interview](#) (click to access)
Hoke, *Wanted*, Donacio's Table-Epilogue
Day, *Loneliness*, Retreat-Postscript

NOTEBOOK: 1) Discipline – Looking back over our experiences of spiritual disciplines throughout both semesters, what will you continue to carry with you as you care for yourself in a holistic manner? Which discipline felt most comfortable? Which discipline stretched you the most?
2) Readings and Class – Reflect on both semesters of PTC. What has been the most helpful topic, practice, reading, discussion? What do you wish we had done that we didn't?
3) Memoir – What themes have emerged throughout your reading of all of our memoirs this year? (considering looking back through old entries) What have you learned from these ministers? Which memoir would you read when times get tough?
4) Field Experiences – As you say goodbye to your placement and wind down your time, what have you learned about ministry? What have you learned about yourself? What will you miss? What are you looking forward to?

ASSIGNMENTS: Finalize your ePortfolio. Due by Monday, May 7 (for those planning to graduate), or Wednesday, May 9 (for everyone else). Sign-up for a final discussion with Marcus.

REFLECTIVE FIELD NOTEBOOK RUBRIC

Components	Total Points Possible	Points Earned	Strength	Competence	Weakness	Missing
Theological Reflection	12		Strong and consistent theological reflection on ministry and pastoral vocation. (10-12 pts)	Some evidence of theological reflection on ministry and pastoral vocation. (7-9 pts)	Little evidence of theological reflection on ministry and pastoral vocation (4-6 pts)	This area is not addressed in any fashion. (1-3 pts)
Engagement With Course Materials	12		Consistent, deep engagement with spiritual disciplines, class sessions, course readings, and field placements in ways that are integrative, inform practice, and contribute to student's self-understanding and perspective of congregational life. (10-12 pts)	Tentative and surface engagement with course materials. (7-9 pts)	Superficial engagement with course materials in ways that leave out aspects of the course that have obvious bearing on matters the student encounters. (4-6 pts)	No engagement with course materials. (1-3 pts)
Writing style & mechanics	6		Good use of written English, correct punctuation, and exemplary documentation. Communicates clearly. (6 pts)	A few grammatical or spelling errors. Proper documentation provided. Some parts unclear or disorganized. (4-5 pts)	Writing is acceptable, but often unclear and disorganized. Proper documentation missing. (2-3 pts)	Abundant grammatical, spelling, and documentation errors. Writing indecipherable. (1 pts)
TOTAL	30 pts.		Comments:			

CASE STUDY RUBRIC

Components	Total Points Possible	Points Earned	Strength	Competence	Weakness	Missing
Background	4		Provides helpful context. (4 pts)	Provides some context. (3 pts)	Provides little meaningful context. (2 pts)	This area not addressed in any fashion. (1 pt)
Description	6		Brief, but thorough description of events with details that are important to the analysis, evaluation and reflection. (6 pts)	Brief and fair description with enough details to make sense of analysis, evaluation and reflection. (4-5 pts)	Cursory description or overly long description with either insufficient or extraneous details. (2-3 pts)	This area is not addressed in any fashion. (1 pt)
Analysis	4		Meaningful analysis with themes that make connections between the description, the evaluation and the theological reflection. (4 pts)	Clear analysis with themes that make some connections between the description, the evaluation, and the theological reflection. (3 pts)	Superficial analysis with themes that do not seem to draw from the case or provide material for the evaluation and reflection. (2 pts)	This area is not addressed in any fashion. (1 pt)
Evaluation	6		Thoughtful, thorough evaluation of the case, with evidence of good self-reflection and good questions that open up group discussion. (6 pts)	Good evaluation of the case, with evidence of self-reflection and some insightful questions for group discussion. (4-5 pts)	Cursory evaluation of the case, with little evidence of self-reflection and generalized questions. (2-3 pts)	This area is not addressed in any fashion. (1 pt)
Theological Reflection	6		Clear and creative reflection that pulls together biblical and/or theological themes in ways that emerge organically from the case. (6 pts)	Good reflection that pulls out themes that make some sense in the context of the case. (4-5 pts)	Reflection does not address biblical or theological themes, themes are disconnected from the case. (2-3 pts)	This area is not addressed in any fashion. (1 pt)
Writing style & mechanics	4		Good use of written English. Clear communication. (4 pts)	A few spelling or grammatical errors. Some parts unclear or disorganized. (3 pts)	Writing acceptable, but often unclear, disorganized. (2 pts)	Abundant grammatical and spelling errors. Writing indecipherable. (1 pt)
TOTAL	30 pts.		Comments:			

Asset-Based Community Development (ABCD) Project

Components	Total Points Possible	Points Earned	Strength	Competence	Weakness	Missing
Asset and Need Analysis	14		Complete Asset and Need Analysis, utilizing all aspects of the handout, with more than surface details, and a strong connection to the theological reflection. (12-14 pts)	Complete ANA, utilizing all aspects of the handout, with adequate detail and some connections to the theological reflection. (7-11 pts)	Some aspects of the ANA not complete or not included, detail is cursory, with only faint connections made to the theological reflection. (2-6 pts)	ANA is incomplete, disorganized, lacking detail, with no connections. Or this aspect is missing entirely. (1 pt)
Theological Reflection	12		Strong reflection on theological/ethical vision, utilizing theological and denominational resources, that also sheds light on the the asset and need analysis. (10-12 pts)	Adequate theological reflection with some reference to theological and denominational resources. (6-9 pts)	Superficial reflection that does not refer to theological or denominational resources and seems disconnected from the rest of the project. (2-5 pts)	No reflection. (1 pt)
Writing style & mechanics	4		Good use of written English, correct punctuation, and exemplary documentation. Communicates clearly. (4 pts)	A few grammatical or spelling errors. Proper documentation provided. Some parts unclear or disorganized. (3 pts)	Writing is acceptable, but often unclear and disorganized. Proper documentation is missing. (2 pts)	Abundant grammatical, spelling, and documentation errors. Writing is indecipherable. (1 pt)
TOTAL	30 pts.		Comments:			