



School of Theology and Christian Ministry

## THE 3060-3 Christian Life as Vocation

Three Units

*Fall 2024*

Meeting days/times (Thursday 3:00pm – 5:45pm)

Meeting location (CITY HEIGHTS 208)

Final Exam: (TBD)

INFORMATION	SPECIFICS FOR THE COURSE
Instructor title and name:	Dr. Tyler Womack
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Office location and hours:	Contact for office hours

### PLNU Mission

#### To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

### General Education Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

## **Course Description**

A study of the theology and practice of vocation as they have developed in the biblical and Christian traditions. Students will be led to reflect on career and professional life in a Christian way. The course will also study Christian ethical ways of living in the world.

## **Program and Course Learning Outcomes**

1. Students will be able to articulate the historical, cultural, and social contexts that helped shape our ordinary conception of "vocation."
2. Students will be able to give critically analyze the ways in which the Christian tradition's thinking about "vocation" does and does not fit with broader, contemporary understandings of the concept.
3. Students will be able to explain the ways in which key components of Christian praxis figure into thinking about the Christian life as vocation.

## **General Education Learning Outcomes**

- 1.) Develop a deeper and more informed understanding of self and others while negotiating complex environments. (GELO 2)**
- 2.) Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy. (GELO 3)**

### Measurement/Assessment of GELO

- 1.) (GELO 2) Students will display growth in understanding themselves and others while negotiating difficulty primarily through their completion of the Expectations project and the Final Exam.
- 2.) (GELO 3) Students will demonstrate understanding of Christian Scripture, Tradition, and Ethics through the Rule of Life Assignment and the Final Exam..

## **Required Texts and Recommended Study Resources**

Students are responsible for having the required course textbooks prior to the first day of class.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

- 1.) Rowan Williams, *Being Christian: Baptism, Bible, Eucharist, Prayer* (Grand Rapids: Eerdmans, 2014)

## Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 16 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules

## Assessment and Grading

Grades will be based on the following:

### Sample Standard Grade Scale Based on Percentages

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

## Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

## Spiritual Care

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

## **State Authorization**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

## **PLNU Copyright Policy**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.]

## **PLNU Academic Honesty Policy**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

## **Artificial Intelligence (AI) Policy**

There is really nothing to be gained in this course from using any kind of AI.

## **PLNU Academic Accommodations Policy**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed

accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

## **Language and Belonging**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias).

## **Sexual Misconduct and Discrimination**

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias)

## **PLNU Attendance and Participation Policy**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

## **Use of Technology**

### **Loma Writing Center**

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma](#)

[Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: [writingcenter@pointloma.edu](mailto:writingcenter@pointloma.edu)

### Assignments At-A-Glance

- **Introductions** – Very brief responses to a small set of questions that will help me get to you know and prepare for the semester
- **Discussion Board posts** – One original post and at least one response to a classmate per Discussion Board assignment
- **Community Exegesis** – Will be discussed in class
- **Movie Response** – Will be discussed in class
- **Expectations Project** – A short written project asking students to reflect on the expectations other have of them and they have of themselves
- **Rule of Life** – Will be discussed in class
- **Final Exam** – Will be largely short-essays
- **In-class Presentations of Group Texts** – Will be discussed in class

DATE

READ & DO BEFORE CLASS

Week 1: Welcome!

### INTRODUCTION

Week 2:

VOCATION AND  
IDENTITY

- Read Flannery O'Connor, "Parker's Back"
- Discussion board post on "Parker's Back" Due
- Introductions Due

Week 3:

RULE OF LIFE

<https://www.nazareth.community/introduction>

<https://www.stmartin-in-the-fields.org/the-city-is-my-monastery-by-richard-carter/>

- Discussion Board post on "Vocation" due

Week 4:

**PRACTICES RELEVANT  
TO CHRISTIAN LIFE I**

- Read Rowan Williams, *Being Christian*, Intro and chs. 1 and 2

Week 5:

**PRACTICES RELEVANT  
TO CHRISTIAN LIFE II**

- Read Rowan Williams, *Being Christian*, chs. 3 and 4
- Expectations Project Due

*Concept I: WORK*

Week 6:

**MODERNITY, VOCATION,  
AND  
DIS/MIS-ENCHANTMEN  
T**

- Read Max Weber, sections from *The Protestant Ethic and the Spirit of Capitalism*,
  - Read Eugene McCarragher, sections from *The Enchantments of Mammon*
- QUIZ 1**

Week 7:

**THEOLOGY OF WORK**

- *Laborem Exercens*, Pope John Paul II
- Discussion Board Post—Limiting or sanctifying work?

Week 8:

**VALUE, BEING  
PRODUCTIVE AND  
HAVING ENOUGH**

- Read Mariana Mazzucato, *The Value of Everything*, selections
- Read Robert and Edward Skidelsky, *How Much is Enough*, selections

Week 9:

**SABBATH**

- Read selections from Karl Barth, *Church Dogmatics III/4*

*Concept II: Creation/Agency*

Week 10:

**THE ART OF BEING A  
CREATURE**

- Read selections, *From Nature to Creation* by Norman Wirzba
- **Discussion Board post on “Creation” due**

Week 11:

**ATTENTION**

- Simone Weil, “Attention and Will,” and “Reflections on the Right Use of School Studies with a View to the Love of God”

Week 12:

**VIRTUES**

- Read Katie G. Cannon, *Black Womanist Ethics*, selections
- Stanley Hauerwas, *The Character of Virtue*, selections

**QUIZ 2**

*Concept III: Calling*

Week 13:

**CALLING AND  
CREATION**

- Read from Herbert McCabe (“Narrative and Living Together,” and “Ethics as Language”)
- **Community Exegesis Project Due**

Week 14:

**GENDER, WORK, AND  
CALLING**

- Amy Laura Hall, “Naming the Risen Lord: Embodied Discipleship and Masculinity”

Week 15:

**TELLING OURSELVES**

- Read Rowan Williams sermon on Vocation
- Discussion Board post on Community Classroom Dinners**

Week 16:

**Final Exam**  
**Rule of Life due**

**Assignments and Grades:**

Attendance and Participation (150)

In-Class Presentations (150)

Community Classroom Assignments (120)

Community Exegesis= 60

Community Dinner #1 = 30

Community Dinner #2 = 30

Film Forum =30

4 D-Board Posts, 40 points each = (160)

Intros (20)

Expectations Project (100)

Rule of Life (100)

Final Exam (200)

**Grading Scale:**

A=93-100%

A-=92-90%

B+=87-89%

B=83-86%

B-=80-82%

C+=77-79%

C=73-76%

C-=70-72%

D+=67-69%

D=63-66%

D-=60-62%

F=0-59%

TOTAL POSSIBLE POINTS = 1000