



Reuben Welch School of Theology & Christian Ministry

THE 3060 Christian Life as Vocation

3 Units / Fall 2025

Meeting Tuesdays & Thursdays / 9:30 – 10:45 AM

Colt Forum

Final Exam: Tuesday / May 5 / 10:30 – 1:00 pm

INFORMATION	SPECIFICS FOR THE COURSE
Instructor title and name:	Rev. Dr. Sylvia Cortez Masyuk
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Office location and hours:	Email or call for appt.

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. BIB1001 or BIB 1002 prerequisite

PROGRAM AND COURSE LEARNING OUTCOMES

After completing this course, students will be able to:

1. Explain the intellectual integrity, rich diversity, and coherence of the Christian tradition in its historical development. (GELO 3)
2. Explain the characteristic features of Wesleyan theology and the ways in which it embodies the central affirmations of the Christian tradition. (GELO 3)

3. Appreciate an ongoing, lifelong commitment to and participation in the Christian tradition and congregational life. (GELO 3)
4. Display nuances Christian faith offers to the understanding and practice of compassion and service. (GELO 2c)
5. Participate in a variety of Christian practices that help students grow spiritually. (GELO 3)
6. Develop and articulate an understanding of vocation and calling. (GELO 1a)

GENERAL EDUCATION LEARNING OUTCOMES

Link to GE courses and corresponding GELO's:

<https://assessment.pointloma.edu/academic-assessment/general-education/assessment-plan/>

1. Students will be able to effectively express ideas and information to others through written communication. (GELO 1a)
2. Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts. (GELO 2c)
3. Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy. (GELO 3)

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.

- Heath, Elaine A. *Five Means of Grace: Experience God's Love the Wesleyan Way*. Nashville, TN: Abingdon Press, 2019. ISBN 978-1501835643.
- Jethani, Skye. *With: Reimagining the Way You Relate to God*. Nashville, TN: Thomas Nelson, 2011. ISBN 978-1595553799.
- Nouwen, Henri. *Discernment: Reading the Signs of Daily Life*. New York, NY: HarperOne, 2013. ISBN 978-0061686160.
- Warren, Tish H. *Liturgy of the Ordinary: Sacred practices in everyday life*. Downers Grove, IL: InterVarsity Press, 2016. ISBN 978-0830846238.

ASSESSMENT AND GRADING

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	

ASSIGNMENTS AND POINTS

ASSIGNMENT BREAKDOWN	POINTS
ATTENDANCE (10%)	100
READING ENGAGEMENT (15%)	
2 Myth Overviews (5 pts each)	10
Reading Organizers (5 x 10 pts)	50
2 Reading Reports (2 x 5 pts)	10
Discussion Posts (4 x 20 pts)	80
PROJECTS (30%)	
Sentipensar Journal (10 x 10 entries)	50
Expectations Reflection Paper	50
Giftedness Interview + Reflection	50
Art Theology Project	150
Practicing the Means of Grace (30%) 50 pts. Each	250
Prayer; Lectio Divina; Fasting; Eucharist; Rule of Life	
Mid-Term & Finals 100 pts each (15%)	200
Extra Credit Vocation Interview (10 pts)	
Extra Credit Wiley Lecture Series (1 additional) (5 pts)	
Total Possible Points:	1000

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Course Philosophy

Learning is a communal and collaborative process. For that reason, I hope we can co-construct an environment of rich conversation and critical engagement. I expect students to engage deeply with the readings, come ready to have meaningful conversations, and engage the content with curiosity and effort. *I believe in active learning.* I recognize that I will ask you to engage in theological reflection and conversation in this course that may feel beyond your level of expertise or comfort—embrace it! Lean in, take risks and give your best effort. As your professor, I commit to providing feedback and being a partner in learning. *The best learning happens when we are stretched beyond what we know or are*

comfortable with but not to the point of becoming overwhelmed. Communication will be critical; the more you choose to share, the best I can partner with and support you.

****INCOMPLETES AND LATE ASSIGNMENTS**

Unless otherwise stated by the professor, all assignments are to be submitted by the beginning of the class session when they are due, including assignments on Canvas.

Assignments must be complete for them to be graded. Incomplete assignments will result in a zero (0).

Assignments more than three (3) days late (including weekend days) will not be accepted and will result in a grade of zero (0). A penalty of 5% will be imposed for each day an assignment is late, up to the third day. For example, the grade for an assignment that is worth 10 points and is one day late will result will be reduced by .5 points.

You will receive one (1) Free Pass to submit one assignment beyond the three-day rule.

Extra Learning Points – I do not believe in extra credit assignments just to improve your grade. Instead, I offer three (3) extra learning opportunities the completion of which will allow you to earn additional points, up to ten (10) points per assignment, toward your final grade. Extra learning points will be divided equally and applied across three of your lowest grades. Or, if you score is below a 60 on your final exam, all the credits will be applied to your final exam score

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 students have questions, a desire to meet with the chaplain, or have prayer requests you can contact the Office of Student 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 RECORDING NOTIFICATION

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel. *Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.*

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

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

[MLA Style Center: Citing Generative AI](#)

[APA Style: How to Cite ChatGPT](#)

[Chicago Manual of Style: Citing Content Developed or Generated by 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 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.

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. 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 or find a list of campus pastors at 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

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

INCLUSIVE LANGUAGE

The School of Theology and Christian Ministry is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, the school urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussion, and in their writings. Thus, terms like “man” or “mankind” or the pronoun “he,” should not be used to refer to all humans. Instead “people,” “humanity,” “humans,” and “he or she” better acknowledge women as full persons.

The use of inclusive language is now prevalent, even expected, throughout most sectors of our society (e.g., academia, government, business, religious organizations). Further, inclusive language is very often a more accurate and fair representation of the intended meaning of a person's communicative content. As such, everyone is expected to make use of inclusive language in all written work. In addition, everyone is expected to make use of inclusive language during classroom discussions.

ASSIGNMENTS AT-A-GLANCE

*** Please include name, course, date on the left-hand corner and a title centered (i.e. Myth Overview, Reflections, etc.) on a Word Document. Include references for all quotes used.

1. **Reading Organizers.** You are to complete 5 reading organizers prior to coming to class that will be used for discussion. Please come prepared to discuss the readings in class.
2. **2 Myth Overviews.** See Canvas for Instructions
3. **Discussion Posts (Canvas).** You will be given prompts for various discussion posts. You will answer the prompt and respond to at least 2 other students as instructed. See Canvas for specific instructions.
4. **Sentipensar Journaling.** Throughout the course you'll journal in class and in response to specific readings using the prompts provided. See Canvas for further instructions.

EXPECTATIONS PROJECT DUE FEB. 6

For this assignment there are three components:

1. Creative piece focused on sociocultural expectations
2. 1+ page-overview of your process and explanation of your creative piece
3. Upload a photo of piece and/or provide links
4. Additional reflection

Consider this thought: Western culture prioritizes certain expectations for an individual's life in the realms of:

- *Career*
- *Relationships*
- *Experiences*
- *Wealth*
- *And material things.*

When you contemplate your own narrative, think about it through the lens of the sociocultural location — your ethnicity, gender, socioeconomic background, and education. Does your sociocultural location match up with the expectations you feel are placed on you, whether from your family, church, school, self, relationships, or society-at-large?

To answer this question:

1. ***Choose a creative or visual medium to express your answer. This could be a: photo collage, music playlist, chart, poem, art piece (drawing, record yourself dancing, create a sculpture) or some other medium of your choosing.***

2. ***Along with the creative piece, provide a 2-3 page, double-spaced overview.***

- ***Use at least one page to explain your perspective on your sociocultural location compared to the expectations on you, along with why you chose the medium you did.***
- ***On the next 2 pages, articulate your sense of vocation/calling (or job/career if you don't yet know your vocation) as it relates to your gifts, abilities, and any other factors.***

Your essay should name sociocultural expectations you currently feel and your deep sense of vocation and calling. For the second page, you might consider responding to some of the following prompts:

- ***What is your major, and how did you find your way to PLNU?***
- ***What kind of life do you sense God calling you to live?***

- *In what ways do you see your faith intersecting with your vocation/career plans?*
- *What insights have you gained from the readings so far?*
- *How do you define a meaningful life? Explain how you arrived at this definition (i.e. on what or who do you rely for this definition?)*

Use at least two of the authors from the course readings so far and proper citations to articulate and explain your sense of vocational call.

5. Giftedness Project. Identify three people in your life that you feel loved and known by. Interview each of them with the following questions:

- If you were to describe me in three words, what would they be?
- What would you say I am uniquely gifted in?
- Describe a moment in which you were proud of me.
- In what areas of my life would you like to see more growth?

In a 3-page paper or 10-minute verbal reflection, respond to the following questions.

- How did it feel to hear how someone else views you?
- What was uncomfortable about this
- What was empowering about this experience?
- Based on what you heard: What gifts do you bring to the world?

6. Christian Practices: Means of Grace (20 points x 5 = 100 points). All upper division theology (THE) Foundational Exploration courses require students to reflect on Elaine Heath's book, *The Five Means of Grace*, and participate in Christian practices or "means of grace" that the author discusses in the book. You are to engage in the assigned practice throughout the different modules.

All Means of Grace assignments are a minimum of 500 words.

- **Christian practice / Prayer (*Examen*).** See Canvas for instructions.
- **Christian practice / Searching the Scriptures (*Lectio Divina*).** See Canvas for instructions.
- **Christian practice / Lord's Supper (*Worship & Eucharist*)** — Attend a worship service (preferably one that serves Communion) outside of your tradition, preferably with a different cultural group and write at 500-word response that addresses the following areas:
 - Describe the service you attended (include worship space and symbols) and compare it to your own church tradition or PLNU chapel based on aspects of preparation, singing, prayer, preaching, sacraments, and interaction of congregants.
 - Conclude with what stepping out of your pattern of worship taught you about Christian worship.
 - Take a photo of yourself attending the service and copy it into your paper.
- **Christian practice / Fasting (*Rest & Sabbath*)** — You are to take an intentional time of Fasting in one of the following ways:
 - Technology Fast — take one day (24 hours) and do not engage in any email, phone, or texting.
 - Solitude — take one day (24 hours) to be alone and not talk or engage in conversation with anyone. This is a time to rest and relax.
 - Exercise — exercise three times during one week as part of intentional self-care of your body and mind.

Write a 500-word essay describing how this Sabbath rest improved your sense of well-being, reduced your anxiety, and helped you connect with God.

- **Christian practice / Christian Conferencing (Rule of Life)** — Develop a Rule of Life that articulates your pattern of spiritual growth and development. The Rule of Life becomes a document that summarizes principles and practices that will deepen your relationship with Christ, your sense of vocation and calling, and help you grow in personal and social holiness. *The Rule of life is to be 500 words.* The Rule of life instructions are provided on canvas with additional resources.

You have a great deal freedom in discerning how you will do this, so long as it connects with the explanations of the practice in Heath's book. You are to complete these on your own, or in a group setting, and then write a **500-word essay** talking about your experience.

You might find it helpful to personally journal on those questions and simply write a concise version of your responses when writing your essay.

The questions could be as follows:

1. *Which means of grace did you practice this week?*
2. *Why do the means of grace matter to Christian life and faith?*
3. *What did you observe, feel, experience, through this practice?*
4. *How did you feel about this experience and is this a practice that you might incorporate in your spiritual life?*

*As can be seen through this assignment, this course will include practices of Christian spirituality. While the professor does hope you find these meaningful for your own reflection and meaning making, the professor does not assume that everyone at PLNU is a Christian. If you do not feel comfortable engaging in Christian practices, please know that the professor is willing to discern alternative options for you. Simply inform the professor during the first week of class and set up a meeting to discuss alternatives.

7. Theology Art Project (150 points). There are four components to the Theology Art Project:

- (1) your original creation
- (2) your artist's memo
- (3) your presentation video to be shared in class with your art piece, and
- (4) your reflection on three classmates' projects.

A rubric will be provided. For a description of the four components, see the explanations below.

- **Your original creation.** You will submit *your own original creation* that substantively expresses and builds upon a practice/sacrament from the Tish Harrison Warren book (example: Baptism, Liturgy, Confession, Passing of Peace, Community, etc.) This project can be done in several ways (i.e., painting, poster, poetry, story, short film, song, music video, podcast, game, app, built structure, machine, organizational chart, business plan, spreadsheet, concept illustration, food, clothing, etc.), and is to represent how you view this particular practice/sacrament in relationship to your sense of vocation.

- If your original creation can be created digitally, you will submit the digital file containing the project. Be prepared to share your video presentation and/or art project in class.

While it is true that many do not feel as if they are creative people, the theological reality is that every human being is created in the image of God—the Creator of all things. We are created by a creative God as divinely creative creatures. As you prepare for this assignment, feel free to try your hand at something new. However, don't assume creativity is limited to a stereotypical box. Take a moment to reflect on the various ways your passion, skills, talents and sense of wonder lead you to create. Creativity has many different forms.

- **Your artist's memo.** Along with your original creation, you must submit an “artist's memo” that explains your intentions, goals, and purposes for the project's composition. Your explanation in the “artist's memo” needs to make it very clear that you understand the theological theme and that your original creation has been created in a thoughtful and careful manner.

The length of the “artist's memo” is 500 words.

The “artist's memo” needs to answer the following questions:

1. What is the significance of this piece?
 2. How does it substantively relate to a practice/sacrament in the Harrison Warren book?
 3. How does this practice/sacrament relate to your sense of vocation and calling?
- **Your video presentation.** You will post a 2-3-minute video presentation of your original creation. In this video, you need to expound upon content in your artist's memo. The video presentation needs to be **posted by 11:59pm on**
 - **Your reflection on three peers' projects.** You will respond to three of your peers' presentations by replying to their posts with your answers to the following questions:
 1. What did you appreciate or find intriguing about this project and why?
 2. What questions do you have for the artist?

Your reflections on three peers' projects need to be **posted by 11:59pm by April 25.**

8. Extra Credit / Conduct a Vocational Interview (30 points). There are 2 parts to this assignment.

First, find a person you really respect to interview about their vocational journey. This can be a friend, mentor, or even a family member who is older than 40 years old. Schedule a time to sit with them for an hour interview. Then, write a brief summary of the interview according to the instructions in **Appendix 1**. This info will also be posted in Canvas.

ASSIGNMENTS CALENDAR

	DATE	COURSE CONTENT	READING & ASSIGNMENTS
			RECONSIDERING VOCATION
Week 1	1.13.26	Our Starting Point	• Student Questionnaire Due Thursday (See Canvas)

	1.15.26	A Biblical & Theological Framework	<ul style="list-style-type: none"> Laird article, Priesthood of All Believers What Is Your Life's Blueprint pgs. 187-191
Week 2	1.20.26	The Myths of Vocation Part 1	<ul style="list-style-type: none"> Myth: I'm Called to One Special Thing Myth: It All Happens Right Away Myth Overview #1 Due
	1.22.26	The Myths of Vocation Part 2	<ul style="list-style-type: none"> Myth: If I Check All the Boxes I'll be Fulfilled Myth: My Calling IS My Job Myth Overview # 2 DUE
Week 3	1.27.26	Vocation & Identity (Guest Speaker)	<ul style="list-style-type: none"> Palmer Ch. 1 & 2 / Sentipensar Journal Give Me the Courage to Live pgs. 45-48 Explore the Career Center Site & Career Dreamer
	1.29.26	A Wesleyan Theology of Vocation	<ul style="list-style-type: none"> Heath, Five Means of Grace (read entire <i>tiny</i> book)
VOCATION AS PILGRIMAGE			
Week 4	2.3.26	The Work of Discernment Part 1	<ul style="list-style-type: none"> Nouwen Part 1 (Chs. 1-2) / Reading Organizer (RO) Practice the daily Examen 2 x this week
	2.5.26	The Work of Discernment Part 2 Guest Speaker	<ul style="list-style-type: none"> Nouwen Part 3 (Chs. 7-10) Who Are You? Pgs. 67-74 / Discussion Post
	Friday		DUE - MEANS OF GRACE: Prayer (Heath Ch. 1)
Week 5	2.10.26	Baptism: Embracing our Belovedness	<ul style="list-style-type: none"> Jethani Ch. 1 Life After Eden Jethani Ch. 2 Life <i>Under</i> God / Reading Organizer Warren Ch. 1 / Sentipensar Journaling
	2.12.26	Rhythms: The Daily Ordinary	<ul style="list-style-type: none"> Jethani Ch. 3 - Life <i>Over</i> God / Reading Organizer Warren Ch. 2 / Sentipensar Journaling
	Friday		Expectations Project Due
Week 6	2.17.26	Scripture as Formation	<ul style="list-style-type: none"> Jethani Ch. 4 / Life <i>From</i> God / Reading Organizer Warren Ch. 5 / Sentipensar Journaling
	2.19.26	The Work of Salvation	<ul style="list-style-type: none"> Jethani Ch. 5 / Life <i>For</i> God / Reading Organizer
	Friday		DUE - MEANS OF GRACE: Scripture (Heath Ch. 2)
Week 7	2.24.26	Sabbath: We Begin with Rest	<ul style="list-style-type: none"> Warren Ch. 11 Taylor, The Practice of Saying No (Article on Canvas)
	2.26.26	Guest Speaker	<ul style="list-style-type: none"> Fanny Fingerpainting pgs. 217-220 (Visit a church this weekend for Means of Grace Assignment next week!)
Week 8	3.3.26	Mid-Term Prep	DUE - MEANS OF GRACE: Visiting a Church (Review Heath Ch. 3)
	3.5.26	Mid-Term	** Submit Journals for Part 1 Grading
	3.10.26		Spring Break!!!

	3.12.26	VOCATION AS ABIDING WORSHIP	
Week 9	3.17.26	Life WITH the Triune God	• Jethani Ch. 6 & 7
	3.19.26	Word + Table	• Jethani Ch. 8 & 9 • Reading Report / Jethani Chs. 6-9
Week 10	3.24.26	Wiley Lecture Series	Our class will attend the Wiley lecture during our class time with Dr. Catherine Keller, "Gender: Tangles of Sex, Bodies, Politics" • Warren Ch. 3 Discussion Post Reflection
	3.26.26	Wiley Lecture Reflection	Debrief Wiley Lecture + Art Theo Prep
	Friday		• DUE - MEANS OF GRACE: Fasting (Heath Ch. 4)
Week 11	3.31.26	Holy Week - Lament & Trauma	
	VOCATION AS LIFE TOGETHER		
	4.2.26	Easter Break	Easter Break
Week 12	4.7.26	Resurrection Hope	• Watch Community Video # 1 & 2 / Sentipensar Journal
	4.9.26	Why Church Matters	• Watch Community Video #3 / Sentipensar Journal • Warren, Ch. 4 Sentipensar Journaling
	Friday		• DUE - Giftedness Reflection Project
Week 13	4.14.26	Life Together	• Watch Community Video #4 / Sentipensar Journal
	VOCATION AS NEW CREATION		
	4.16.26	Seeing Others - Imago Dei	
	Friday		• DUE: MEANS OF GRACE: Rule of Life (Heath Ch. 5)
Week 14	4.21.26	Guest Speaker	• To Know the World and Still Love It pgs. 151-158
	4.23.26	ART THEOLOGY PROJECTS	• Presentations
Week 15	4.28.26	ART THEOLOGY PROJECTS	• Presentations
	4.30.26	FINAL EXAM REVIEW	
Week 16	5.5.26	FINAL EXAM / 10:30 am - 1pm	

APPENDIX 1: CONDUCTING ONE INTERVIEW (Extra Credit)

PART 1

- Choose a person to interview (over the age of 40) who is committed and passionate about their career.
- The interview should take approximately 1 hour.
- Ask them the following questions plus at least 3 of your own follow-up questions.

Questions to ask the interviewees:

1. *What is your current job and how long have you been in this line of work?*
2. *Did you feel called to this career path? If so, when, and how were you called?*
3. *Can you talk about how you ended up in this career...what important events led you here?*
4. *What encouragement or confirmations did you receive along the way?*
5. *What about this career energizes you?*
6. *What about this job drains you?*
7. *In what area do you continue to develop for your work?*
8. *Can you see yourself doing anything different later?*
9. *How is your life/work balance?*
10. *If you are a person of faith, what have been the challenges of allowing faith to inform your work?*
11. *What have you learned about yourself working in your field?*
12. *What would your younger self tell your current self about vocation?*
13. *[Your own question]*
14. *[Your own question]*
15. *[Your own question]*

Following the interview, thank the interviewee for their time & complete Part 2!

PART 2

Submit a **summary** (400 – 600 words) about the interview that includes at least two interesting observations or aha moments you had during the interview.

The summary document should include:

Name of interviewee: _____

Relationship to the person (i.e. friend, co-worker, relative, etc.): _____

What is their current job: _____