SCHOOL OF THEOLOGY AND CHRISTIAN MINISTRY

THE 3060-3 Christian Life as Vocation

Three Units

Fall 2025

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

Meeting location (CITY HEIGHTS 201)

Final Exam: TBD

INFORMATION	SPECIFICS FOR THE COURSE
Instructor title and name:	Dr. Tyler Womack
Phone:	832.928.5507
Email:	twomack@pointloma.edu
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.

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.

Program Learning Outcome

1. ***Immerse:*** Appreciate the complex textures of life in a multi-cultural setting, to be assessed by the AAC&U Rubric from Civic Engagement

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.) Williams, Rowan. *Being Christian: Baptism, Bible, Eucharist, Prayer*. Grand Rapids: Eerdmans, 2014.
2.) Gregory Boyle, *Cherished Belonging: The Healing Power of Love in Divided Times.* New York: Avid Reader Press, 2024. (**SHARED COMMUNITY CLASSROOM TEXT**)

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	

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.

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.

Late work will be penalized 10% per day late.

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.

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

The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski, GrammarlyGo, Perplexity, etc.) is prohibited in this course for any aspect of your work, including idea generation, drafting, editing, or final submissions. This course is designed to assess your independent critical thinking, writing, and research skills without the assistance of AI technologies. Violations of this policy will be treated as breaches of academic integrity.

There is really nothing to be gained in the course from the use 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 or 619-849-2533). 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. Professors are able to view a student's approved accommodations through Accommodate.

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 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 other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

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

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.

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
- Website
- Email: 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
- **Reading Journals –** Each week we will be discussed a shared text. In order for this class to work as intended all of us must read and *engage* the material. Each week students will record ~250 word responses to the readings. These can be running commentaries on the text, reflections on the readings and its arguments, questions about the texts, etc. The main point of the journals is to encourage students to earnestly wrestle with the readings and to put that wrestling down on paper so as to be better prepared to participate in group discussion. If there are multiple readings for a given week you can choose which to reflect on (unless otherwise stated).
- **Quiz 1 and 2** – Short, multiple-choice quizzes on readings and lecture material.
- **Reading Pop-Quizzes** – Short quizzes on the readings. Note: you can *read* your way out of the reading quizzes. That is, if it is evident that the class is indeed doing the readings and coming to class prepared to discuss I will not give any reading quizzes.
- **Service Learning Project and Reflection** – to 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 (signature assignment; see below)** – Will be further discussed in class
- **Final Exam** – Will be largely short-essays

Signature Assignment – Rule of Life Project

Students will complete a rule of life exercise and reflect upon it.

- Students need to show evidence of engagement with scripture, prayer, fasting (acts of devotion), and service (works of mercy.)
- Students must show evidence of personal, communal, and creation practices.
- Please see the following resources on Rule of Life
    - https://www.nazareth.community/introduction
    - https://www.stmartin-in-the-fields.org/the-city-is-my-monastery-by-richard-carter/

Rubric

	Excellent (4)	Above Average (3)	Below Satisfactory (2)	Poor (1)
Creation of Rule of Life CRITERIA 1	Shows thoughtful engagement in creating the Rule of Life, including personal, communal, and creation practices.	Shows good engagement in creating the Rule of Life, including personal, communal, and creation practices.	Shows minimal engagement in creating the Rule of Life, including personal, communal, and creation practices.	Does not show engagement of understanding of the Rule of Life.
Inclusion of acts of devotion and works of mercy CRITERIA 2	Shows clear awareness and inclusion of acts of devotion and works of mercy.	Shows some awareness and inclusion of acts of devotion and works of mercy.	Shows limited awareness and inclusion of acts of devotion and works of mercy.	Does not show awareness and inclusion of acts of devotion and works of mercy.
Original insight, analysis, and Self-awareness CRITERIA 3	Shows originality, insight, and self-awareness in structuring the Rule of Life.	Shows good originality, insight, and self-awareness in structuring the Rule of Life.	Shows some originality, insight, and self-awareness in structuring the Rule of Life.	Does not show originality, insight, and self-awareness in structuring the Rule of Life.
Reflection on the Rule of Life and its impact on Christian life and vocation CRITERIA 4	Shows complex engagement and understanding in the reflection	Shows good engagement and understanding in the reflection	Shows minimal engagement and understanding in the reflection	Does not show engagement and understanding in the reflection

Lomabooks Instructions for Students:

This course is part of our course material delivery program, **LomaBooks**. *The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.*

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

For more information about **LomaBooks,** *please go: HERE*

COURSE SCHEDULE

Week 1: Welcome!	NOTE: While not on the schedule, students will need to be working through the shared CC text, *Cherished Belonging,* throughout the semester.

INTRODUCTION

Week 2: **VOCATION AND IDENTITY**	• Read Flannery O'Connor, "Parker's Back" • **Reading Journal Week 2 Due** • **Introductions Due** • **In-class Community Classroom Survey**
Week 3: **VOCATION AND SPIRITUALITY**	• Read selections from David Ford, *The Shape of Living: Spiritual Directions for Everyday Life* • **Reading Journal Week 3 Due**

Week 4:

PRACTICES RELEVANT TO CHRISTIAN LIFE I

- Read Rowan Williams, *Being Christian*, Intro and chs. 1 and 2
- **Reading Journal Week 4 Due**

Week 5:

PRACTICES RELEVANT TO CHRISTIAN LIFE II

- Read Rowan Williams, *Being Christian*, chs. 3 and 4
- **Expectations Project Due**
- **Reading Journal Week 5 due on *Cherished Belonging***

COMMUNITY DINNER #1 MONDAY 9/29

Concept I: WORK

Week 6:

MODERNITY, VOCATION, AND DIS/MIS-ENCHANTMENT

- Read selections from Max Weber, *The Protestant Ethic and the Spirit of Capitalism,*
- Read selections from Eugene McCarraher, *The Enchantments of Mammon*
- **Reading Journal Week 6 due**
- **Quiz on *Being Christian* and chs. 1-4 of *Cherished Belonging* (in-class)**

Week 7:

MAXIMIZING/SANCTIFYING WORK

- *Laborem Exercens*, Pope John Paul II
- **Reading Journal Week 7 due**

Week 8:

VALUE, BEING PRODUCTIVE AND HAVING ENOUGH

- Read selections from Mariana Mazzucato, *The Value of Everything: Making and Taking in the Global Economy*
- Read selections from Robert and Edward Skidelsky, *How Much is Enough*
- **Reading Journal Week 8 due**

Week 9:

MINIMIZING/DEFLATING WORK, OR, WORK VS. SABBATH

- Read selections from Karl Barth, *Church Dogmatics III/4*
- **Reading Journal Week 9 due**

Concept II: Creation/Agency

Week 10:

THE ART OF BEING A CREATURE

- Read selections from Norman Wirzba, *From Nature to Creation*
- **Reading Journal Week 10 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"
- **Reading Journal Week 11 due**

COMMUNITY DINNER #2 TUESDAY 11/12

Week 12:

VIRTUE

- Read selections from Katie G. Cannon, *Black Womanist Ethics*
- Read selections from Stanley Hauerwas, *The Character of Virtue*
- **Reading Journal Week 12 due**

Concept III: Calling

Week 13:

CALLING AND CREATION

- Read selections from Zachary Settle, *On the Nature, Limits, Meaning, and End of Work*
- **Reading Journal Week 13 due**
- **Quiz #2 on weekly texts and *Cherished Belonging* chs. 5-9**

Week 14: **GENDER, WORK, AND CALLING**	• Amy Laura Hall, "Naming the Risen Lord: Embodied Discipleship and Masculinity" • **Reading Journal on *Cherished Belonging***
Week 15: **TELLING OURSELVES**	• Read Rowan Williams sermon on vocation from Rowan Williams, *A Ray of Darkness* and "Introduction" from Erik Baker, *Make Your Own Job: How the Entrepreneurial Work Ethic Exhausted America*
Week 16:	**Final Exam** **Rule of Life due**

Assignments and Grades:

Attendance and Participation (200)*

Quizzes (50 x 2)

CC Service Project and Reflection (200)

Reading Journals (100)

Expectations Project (100)

Rule of Life (100)

Final Exam (200)

TOTAL POSSIBLE POINTS = 1000

* Full credit on attendance requires attendance at both Community Dinners (if you have legitimate scheduling issues please talk to me).

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%