



Fall 2018

Meeting days: Tuesday	Instructor title and name: Dr. Mark Maddix, Dean, School of Theology and Christian Ministry
Meeting times: Shuttle Leaves campus 2:30 Class 3:00-5:30 p.m.	Phone: 619.849.7236
Meeting location: Community Classroom	E-mail: mmaddix@pointloma.edu
Final Exam: Thursday, 4:30-7:00 p.m.	Office location and hours: Smee, 210 8-5 p.m., M-F
Additional info:	Additional info: Community Classroom Dinners: Sept. 20; Oct. 16; Nov. 12; Dec. 4, 5:00-6:15 p.m.

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 becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

What is ministry? How are all Christians called to discipleship, faith formation, and service? What does the Christian tradition require from those granted authority of oversight in the Church? Students will learn the various roles and offices of the church, the classic Christian disciplines as a means of grace, and the importance of theological reflection for ministry. Offered annually.

COURSE LEARNING OUTCOMES

1. Develop a biblical and theological framework for ministry through the church
2. Understand the importance of personal formation and spiritual discipline in ministry.
3. Discover personal vocation, talent, and gifts for ministry.
4. Demonstrate theological reflection in specific ministry settings and situation.

DATE PRESENTED	CLASS CONTENT	ASSIGNMENTS AND DUE DATE
Sept. 4	Course Overview Introduction to Ministry	Maddix & Riley, <i>God Still Calls</i> , chs. 1-2.
Sept. 11	Christian Vocation & the Office of Ministry	Read <i>God Still Calls</i> (chs. 3-end)
Sept. 18	Being Formed by God and Ministry in the World Guest Speaker: Zach Ellis	Blevins & Maddix, 1-3 Leclerc & Maddix, 1, 5, 6, 7 Group #1 Presentation Vocational Ministry Paper Due
Sept. 20	Community Dinner #1, 5:00-6:15 p.m.	
Sept. 25	Being Formed by the Word: Scripture as Formation Community Exploration with Prof. Kevin Modesto	Blevins & Maddix, 4-6 Leclerc & Maddix, 2-4 Group #2 Presentation
Oct. 3	Being Formed in Community: Congregational Formation & Education	Blevins & Maddix, 12-14 Leclerc & Maddix, 8-9 Group #3 Presentation
Oct 5-7	School of Theology Retreat, Camp Stevens, Julian	Bus leaves campus at Friday at 3:00 and returns Sunday afternoon at 2:00
Oct. 9	Being Formed through Inward Practices	Leclerc & Maddix, 10-12 Group #4 Presentation Retreat Reflection Due
Oct. 16	Contemplative Practices Community Dinner #2, 5:00-6:15 p.m. (Required)	Lupton, chs. 1-2
Oct. 23	Service Opportunity in the City	Blevins and Maddix, chs. 7-9 Lupton, chs. 3-4
Oct. 30	Being Formed through Outward Practices Developing a <i>Rule of Life</i>	Jones 12-18 Lupton, chs. 5-6
Nov. 6	Being Formed through Self Care	Leclerc & Maddix, 12-13 Lupton, ch. 7 Group #5 Presentation
Nov. 13	Community Dinner #3: 5:00-6:15 p.m.	
Nov. 13	Practicing Faithful Discipleship: Understanding Culture & People	Blevins & Maddix, 10-11 Lupton, ch. 8 Rule of Life Due
Nov. 20	Practicing Faithful Discipleship: <i>Missio Dei</i>	Leclerc & Maddix, 14,16,17 Lupton, chs. 9 & Conclusion Group #6 Presentation
Nov. 27	Practicing Faithful Discipleship: Intergenerational Ministry	Blevins and Maddix, 15-20, Spiritual Formation Project Due
Dec. 4	Leadership Development Community Dinner #4, 5:00-6:15 p.m. (Required)	
Dec. 11	Final Exam	

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

1. Blevins, Dean G. and Mark A. Maddix. *Discovering Discipleship: Dynamics of Christian Education*. Kansas City: Beacon Hill Press, 2010.
2. Lupton, Robert D. *Charity Detox: What charity would look like if we cared about results*. New York, NY: HarperCollins.
3. Leclerc, Diane and Mark A. Maddix, eds. *Spiritual Formation: A Wesleyan Paradigm*. Kansas City: Beacon Hill Press, 2011.
4. Maddix, Mark & Stephen Riley, eds. *God Still Calls: Discerning Gods Direction for Service*. Kansas City: Beacon Hill Press, 2017.

ASSESSMENT AND GRADING

1. **Attendance/Participation (180 points)**. It is expected that you will do the weekly reading and complete the reading report prior to class. You are to meet in groups each week to discuss key aspects of what you have learned in the reading. You are to provide 12 of the 14 reading reports during the course (15 points each). (SLO #1)
 - **Absences**-Since the class meets weekly it is imperative that you attend. More than 2 absences will result in a 50% grade reduction, and 3 or more will result in de-enrollment or failing the course. Medical absences must be excused by a medical professional.
2. **Community Classroom Dinners (100 points)**. You are required to attend two community dinners Oct. 16 & Dec. 4 (50 points each). (SLO #4).
3. **Group Presentations on Leclerc & Maddix, *Spiritual Formation* readings (125 points)**. You are to provide a 20-minute presentation on the assigned reading of the week. The presentation should include a summary of the significant points from the reading and questions that were raised. In essence you are to “teach” us that section of the material. (SLO #2).
4. **Spiritual Formation Project (150 points)**. You are to design a retreat or monthly series of lessons for a particular age group (children, youth, or adults) on spiritual practices. The project should include a 1000-1250-word summary of the materials. **Due Nov. 27**. (SLO #2, 4)
5. **Vocational Ministry Paper (100 points)**. Based on what you learned about Vocation for Maddix and Riley’s book and the Strengths Inventory, write a 500-750-word essay articulating your faith story and “call” to ministry. Consider answering some of these questions?
 - *In what ways do you sense God is calling you in ministry?*
 - *What are some of your natural gifts and abilities?*
 - *Based on the Strengths inventory, what did you learn about yourself as it relates to your sense of calling?*You should have completed the Strengths Inventory, but if not, you are to complete the Strengths Inventory and set an appointment with the Office of Strengths and Vocation. **Due September 18**. (SLO #3).
6. **Developing a Rule of Life (125 points)**. You are to 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 and help you grow in personal and social holiness. The Rule of life instructions are provided on canvas. **Due November 13.** (SLO #2).

7. Retreat Reflection (100 points). As you reflect on the SoTCM retreat answer the following questions: **Due October 9.** (SLO #3).

- *In what ways did you learn about your sense of calling?*
- *In what ways did you grow spiritually?*
- *What aspects of the retreat was most beneficial? Least beneficial?*

8. Final Exam (120 points).

Assignment Amounts	Grading Scale	
<ul style="list-style-type: none"> • Attendance/Participation-18% • Classroom Dinners-10% • Group Presentations-12.5% • Spiritual Formation Project-15% • Vocational Ministry Paper-10% • Rule of Life-12.5% • Retreat Reflection-10% • Final Exam-12% 	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

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. Late assignments will be deducted 10% per week.

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 [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

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. Faculty should follow and students may appeal using the procedure in the university

Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

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.

	Distinguished (5)	Commendable (4)	Adequate/Sufficient (3)	Minimal (2)	Unacceptable(1)	Fail (0)
Organization	The essay has a clear structure. Each paragraph is concise and talks about only one idea. There are transitions between paragraphs that create a logical progression. The progression builds from premise(s) to conclusion in a way that supports the thesis.	The essay has a clear recognizable structure but is not always easy to follow due to some disordered paragraphs or weak transitions. Some paragraphs attempt too much. Others don't seem to be clearly related to the overall thesis.	The structure of the essay is apparent but can be a bit confusing, with jumps or missing logic. Transitions tend to be weak or illogical. Topic sentences don't clearly declare the subject of the paragraph, or the paragraphs drift from their topics.	The structure of the essay is apparent but is very confusing. Transitions are often weak or illogical. Topic sentences don't clearly declare the subject of the paragraph, or the paragraphs drift from their topics.	There is no recognizable structure. Sentences and/or paragraphs drift from idea to idea. The essay lacks transitions between paragraphs.	The student failed to complete this portion of the assignment.
Content	The content is very clear and concepts are articulated. The student limited the scope of the paper enabling them to add depth to the argument.	The content of the paper is clear and concepts are articulated. The student paper lacks depth and insights.	The content of the paper is vague and the concepts are lacking. The student paper lacks depth and insights.	The content of the paper is significantly vague and the concepts are significantly lacking in depths and insights.	The content of the paper is not clear and concepts are not present. The papers content is very poor.	The student failed to complete this portion of the assignment.
Sources and Citation	The paper uses the appropriate number of substantive sources and uses a professional citation style (e.g. APA, MLA, Chicago, etc.)	The paper uses the appropriate number of substantive but only uses some of the professional citation style (e.g. APA, MLA, Chicago, etc.)	Few of the sources are substantive. Most are used peripherally. For the most part, the paper consistently and accurately uses a professional citation style (e.g. APA, MLA, Chicago, etc.)	Few of the sources are substantive. Most are used peripherally. The paper does not use a professional citation style (e.g. APA, MLA, Chicago, etc.)	No sources or citation page.	The student failed to complete this portion of the assignment.
Writing and Grammar	Sentences are clear and concise, with college-level diction. There is variation in sentence structure. There are no significant errors in spelling, grammar, or format.	Sentences not always clear and with some informal diction. Sentence structure is generally varied. There are very few errors in spelling, grammar, or format, so that they are not distracting.	Some sentences lack clarity. Little sentence variety. Diction is informal or simplistic. Spelling, grammar, and/or format errors occasionally become distracting	Sentence structure is repetitive or simple. Diction is inappropriate for college writing. Spelling, grammar, or format errors overwhelm the reader.	The writing made the paper very difficult to read and to follow. Significant improvement is needed.	The student failed to complete this portion of the assignment.

Name: _____ Date: _____ Week: _____

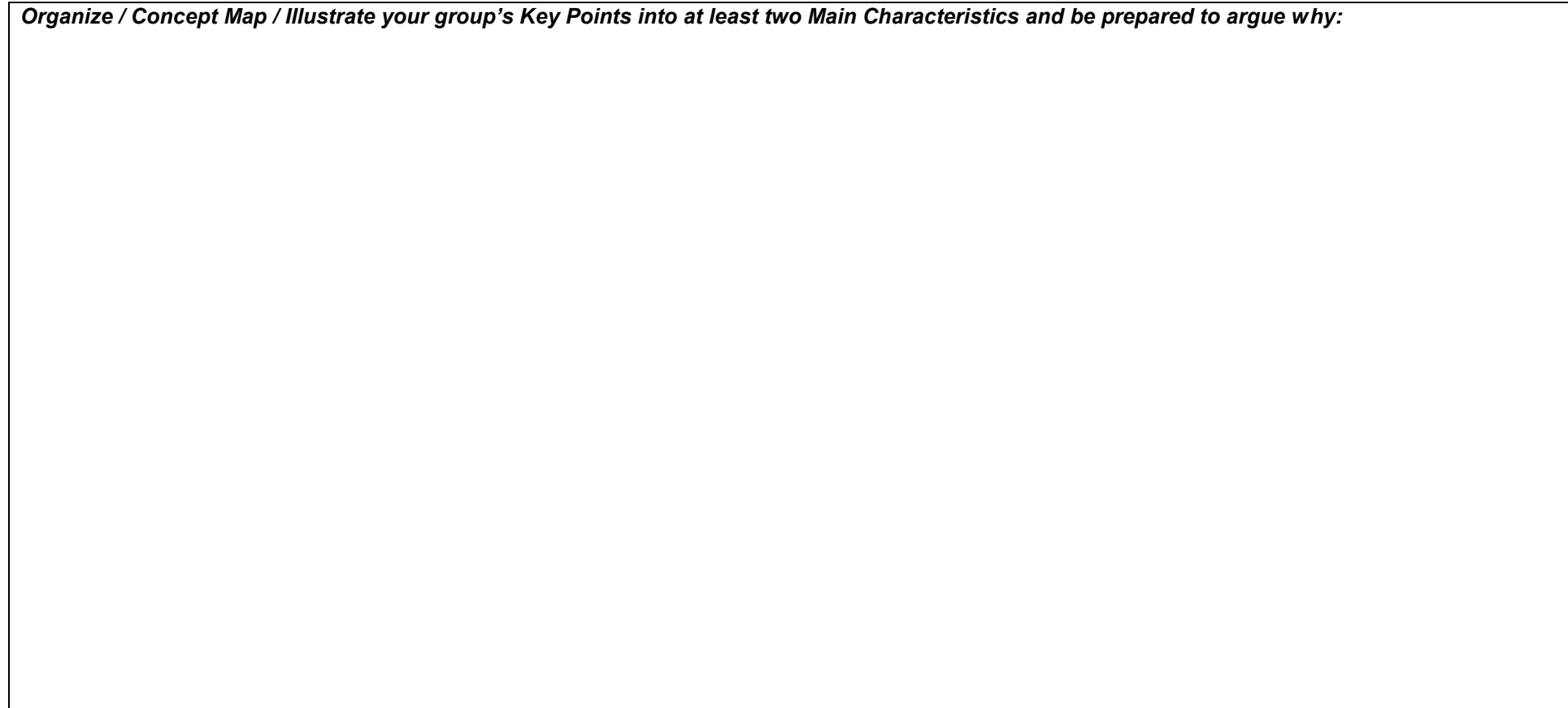
Reading Report for CMI 155 (Fall 2018)

Complete all 3 Key Points, Text & Page, and Meta-Insights – 15 points Credit (including reading)
 IC (In Class) - Connect Section on page 2

<p>KEY POINTS</p> <p><i>While reading the textbook, what ideas, terms, people, places, or events did you come across that really stood out to you? List a minimum of three key points / “A-HA” words, phrases, etc.</i></p>	<p>TEXT & PAGE</p>	<p>INSIGHTS</p> <p><i>Respond to the following three questions:</i></p> <p>1) <i>What is this “aha” learning or Key Point that stood out to you? How would you describe it (in context, of course!)?</i></p> <p>2) <i>In what ways did these “aha” moments relate to your spiritual life and/or ministry context?</i></p>
<p><i>Metacognition: How has my learning increased because of this reading assignment? In other words, in what ways did these Key Points increase my learning?</i></p>		

In Class
CONNECT: (**Small Group Discussion and Class Feedback*) 1) Verbally discuss your Key Points. What similarities did you find? What differences?
2) Organize / Concept Map / Illustrate your group's Key Points into at least two Main Characteristics and be prepared to argue why. 3) What stands out to your group as being the most significant concept of this reading assignment? And why?

Organize / Concept Map / Illustrate your group's Key Points into at least two Main Characteristics and be prepared to argue why:



3) What percentage of the reading did you complete?

4) What stands out to your group as being the most significant concept of this reading assignment? And why?