



MNST 5130: Leading and Teaching DRAFT

North Park Theological Seminary

Spring 2024, 3 credit hours

INSTRUCTOR INFORMATION:

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COURSE DESCRIPTION:

This course is an examination of the nature and issues of Christian leadership and Christian formation. Such elements as trauma and healing, liberative pedagogy, holistic formation and sabbath will be considered as they relate to leading and teaching in the church. Additionally, students will be encouraged to explore and develop systems of care and wellbeing that will strengthen their leadership and teaching and guard against burnout.

COURSE OBJECTIVES:

Upon completion of this course, participants should be able to:

1. Develop a ministerial identity committed to caring for spiritual formation of the self, individuals, and communities.
2. Explore the foundations and practices of sabbath.
3. Develop a ministry plan that captures learning from the pedagogical readings for practical use in the student's ministry setting.
4. Express a vision and growing capacity to engage leadership skills, education practices, and wellbeing in pursuit of God's mission.

We will work towards the Seminary Learning Outcomes of:

- Demonstrate a growing and theologically grounded sense of vocational identity in God's mission.
- Embody a ministerial identity committed to caring for the spiritual formation of the self, individuals, and communities.



- Demonstrate vision and growing capacity to excel in leadership for God's mission.
- Engage diversity and exhibit growth towards inter-cultural competence for ministry reflective of God's global redemptive work.

REQUIRED TEXTS:

BOOKS:

Brueggemann, Walter. 2014. *Sabbath as Resistance: Saying No to the Culture of Now*. Louisville KY: Westminster John Knox.

Freire, Paulo. 1970. *Pedagogy of the Oppressed*. New York, London and Oxford: Bloomsbury Academic.

Heschel, Abraham J. 1951. *The Sabbath*. New York NY: Farrar, Straus and Giroux Press.

Hooks, bell. 1994. *Teaching to Transgress: Education as the Practice of Freedom*. New York and London: Routledge.

Menakem, Resmaa. 2017. *My Grandmother's Hands: Racialized Trauma and the Pathways to β Mending Our Hearts and Bodies*. Las Vegas, NV: Central Recovery Press.

ASSIGNMENTS: (Numbers represent total possible points)

Weekly Offering (24): Each week you are to offer to the class one question or comment that came up for you in response to that week's readings. This questions must be written down and turned in **AT THE START OF CLASS**. They will be used to guide our class discussions.

NOTE: I will **NOT** accept questions or comments submitted after class has begun.

The purpose of this assignment is to both demonstrate your interaction with the text and to enhance our learning community. For this reason your questions and comments should be thoughtful. Each offering is worth two (2) points.

Grading scale for offerings:

2 = **Superior work**. This mark applies to exceptional work, the quality achieved through excellence of performance, not merely the fulfillment of the course requirements. Questions and comments that receive two (2) points demonstrate very thoughtful interaction with the text.

1 = **Requirement met**.

Presentation (15): **Mindful Practice**: For this assignment you will lead the class in a wellness practice of your choosing. You can adapt one of the practices from Menakem or do something



entirely different. You have freedom here so be creative! You will have 15 minutes to lead this time. Accompanying your presentation you will need to submit a 1-2 page write up where you discuss whether/how this practice has been helpful in your own life.

Wellness Journal (15): Throughout this course you will keep a **daily** wellness journal. This journal is meant to serve you and as such you will have freedom in how you wish to format it. You may use it as a tracker to track things such as your mood, ways that you practiced mindfulness each day etc. Or you may wish to do more long form journaling. Examples will be provided at the start of the class and you will be encouraged to explore different ways of journaling throughout the course of the semester.

I want these journals to be of practical use to you during the semester and understand that privacy is important if that is to be the case. To this end, at the end of the semester you will select a sample of five entries that you are comfortable sharing with me. I will only read those five entries. Other than those five entries I will skim your journal to see that it is complete. **At the end of the semester you should submit about 50-60 separate daily entries.**

Class participation (13): Your participation is integral to the success of this class. This class will be highly interactive whether in large class discussions or in small groups. Come prepared to contribute, ask questions and give input. In addition, some of you will have an opportunity to offer prayer to open the class each time we meet.

Final Paper (33): Drawing largely on the readings on pedagogy by hooks and Freire, you will write a paper detailing your thoughts on the role of education in the project of liberation. Some questions to explore in this paper are: what role has education played in your own formation and what practical ways might you employ a liberative pedagogy in your ministry context?

Length 1000-1500 words

GRADING SCALE AND RATIONALE:

Grades will be issued shortly after the conclusion of the term and posted on WebAdvisor. If you have access to your personal North Park account you will be able to access grades via WebAdvisor at the conclusion of the term. If you do not have access to your personal account your grades will be reported to you at the close of the term. The grading scale is as follows (cf Academic Handbook):

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<u>Total Points Earned:</u>	<u>Final Grade:</u>
95-100	A
93-94	A-
91-92	B+
88-90	B
86-87	B-
84-85	C+
80-83	C
78-79	C-
76-77	D+
72-75	D
70-71	D-
69 and below	F

A: Superior work (A = 95–100; A- = 93–94)

This grade applies to exceptional work, the quality achieved through excellence of performance, not merely the fulfillment of the course requirements.

B: Above average (B+ = 91-92; B = 88-90; B- = 86-87)

This grade applies to meritorious work, definitely above average, applied to more than the fulfillment of requirements.

C: Average (C+ = 84-85; C = 80-83; C – = 78-79)

This grade applies to average work that still fulfills the course requirements.

D: Unsatisfactory (D+ = 76-77; D = 72-75; D – = 70-71)

This grade, while indicating the student has completed a



course, is to be understood as reflecting below average work. Course work receiving this grade will not be counted toward a degree.

F: Failure (69 and below)

FACULTY EXPECTATIONS: GUIDELINES AND PROCEDURES

Guidelines for Written Work: All typed work must be double-spaced using either Arial or Calibri 12-point font. Handwritten work must be neat and legible and must stay within the margins of the page. Work must be submitted on time at the start of class.

Writing Quality Policy: If in the process of grading your written work I have to make 10 or more grammatical corrections (this includes typos) on a single page, I will automatically deduct 5 points. So it is very important that you submit a reviewed, edited version of all written assignments. I strongly encourage you to have someone else proofread your written work before you submit it.

Lastly, I encourage you to read the seminary's inclusive language policy that can be found in the [Student Writing Handbook](#).

Late Work Policy:

Late assignments will not be accepted unless you have communicated with me **in advance** and I have given you an extension. Requests for an extension must be made no less than **24 hours** before an assignment is due. **Except in the case of extremely extenuating circumstances, there will be no extensions given for the Weekly Papers.**

Attendance & Lateness Policy: Your attendance is key and therefore required for all scheduled sessions. **Three unexcused absences will automatically result in 0 points for the participation part of your grade; Six absences will automatically result in a drop in letter grade. Each absence after the sixth will result in a half drop in letter grade.**

ACADEMIC HONESTY

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating will receive a failing grade on the



assignment and are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present.

For additional information, see the [Seminary Academic Catalog](#), pp. 25–27.

ACCOMMODATIONS

Your experience in this class is important to me. North Park is committed to creating inclusive and accessible learning environments consistent with federal and state law. If you have already established your accommodations, please share your accommodation letter with me so we can discuss how your accommodations will be implemented in this course. If you have not yet established services and have a temporary health condition or permanent disability that requires accommodations, please [email the Disability Access Specialist](#) or contact by phone (773-244-5737). Student Engagement facilitates the interactive process that establishes reasonable accommodations.

TITLE IX

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Title IX Coordinator (773-244-6276 or TitleIX@northpark.edu) for information about reporting, campus resources and support services, including confidential counseling services.

As members of the North Park faculty, we are concerned about the well-being and development of our students, and are available to discuss any concerns. Faculty are legally obligated to share information with the University’s Title IX coordinator in certain situations to help ensure that the student’s safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking.

Please refer to North Park’s [Safe Community](#) site for reporting, contact information and further details.

INCOMPLETE GRADES

If, due to extenuating circumstances (specifically, pregnancy, illness, personal and family issues, military assignment, etc.), a student anticipates they will be unable to complete course work



within the allotted time, that student may request a grade of incomplete from the course instructor before the last week of class clearly stating the reason(s) for this request. Over scheduling and/or lack of self-discipline are not considered extenuating circumstances. If the request is timely and meets the criteria, student and instructor will submit the incomplete grade form and the grade for that class will be listed as “I” until the last day of the following semester. If coursework is not submitted by the last day of the following semester the listing of “I” will automatically be changed to “F.” For the full policy, see page 15 of the [Seminary Academic Catalog](#).

Calendar of Due Date	Reading (Date is when reading should be completed)	Assignments Due
Week 1		
1/16	Introductions, syllabus review, and presentation sign ups	
Week 2		
1/23	Menakem (ix-xvii, ch 1- ch 4)	Weekly Offering 1
Week 3		
1/30	Menakem (ch 5- ch 9)	Weekly Offering 2
Week 4		
2/6	Menakem (ch 10 - ch 14).	Weekly Offering 3
Week 5		
2/13	Menakem (ch 15 - ch 17)	Weekly Offering 4
Week 6		
2/20	Menakem (part 3)	Weekly Offering 5
Week 7		
2/27	Brueggemann	Weekly Offering 6
Week 8		
3/5	Heschel	Weekly Offering 7
Week 9		
3/12	No Class	Reading Week



Calendar of Due Date	Reading (Date is when reading should be completed)	Assignments Due
Week 10		
3/19	Freire (ch 1-2)	Weekly Offering 8; Start of Presentations
Week 11		
3/26	Freire (ch 3)	Weekly Offering 9
Week 12		
4/2	Freire (ch 4)	Weekly Offering 10
Week 13		
4/9	hooks (ch 1 - ch 4)	Weekly Offering 11
Week 14		
4/16	hooks (ch 5 - ch 8)	Weekly Offering 12
Week 15		
4/23	hooks (ch 9 - ch 12)	Weekly Offering 13; journals due
Week 16		
4/30	Class Wrap Up and last of any remaining Class Presentations	Final Papers Due
Week 17		
5/7	No Class	

COURSE SCHEDULE



Rubric For Final Paper: MNST 5130 Spring 2023

Assignment Overview

Final Paper (33) : This final paper provides space for you to engage deeply with the bell hooks and Paulo Freire readings drawing out connections between the readings and your own experiences and ministry context. Your paper should detail your thoughts on the role of education in the project of liberation.

Part I of Paper

In the first half of the paper you will discuss the role education has played in your own formation. Where in your own story do you see intersections between the authors' ideas and your own story?

IMPORTANT NOTE: While this section of the paper is expected to be largely autobiographical, you must also demonstrate a clear understanding of and engagement with both authors' ideas.

Part II of Paper

The authors' discussions center primarily on academia. However, there are larger themes about education and teaching that are applicable in any teaching context. Drawing on those themes, in the second half of the paper you will discuss practical ways you might employ a liberative pedagogy in your ministry context (either present or future).

IMPORTANT NOTE: While the primary sources for this paper are the hooks and Freire readings, in this section of the paper you should also draw on relevant scripture.

Length and Format:

The paper should be 1000-1500 words in length. If you are typing your paper it should be double-spaced, 12 point, san serif font (e.g., Ariel, Calibri, Cartilo). If you are writing your paper it must be neat, legible, print.



I will be looking for the following:

- Is the paper well organized and well written
- Does the student cite appropriate biblical texts
- Does the student articulate a clear understanding of the larger themes of the reading
- Does the student clearly articulate his/her ministry context (current, or future)