

Course Information

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Office Hours: Email for Skype or phone appointment

Course Description and Learning Outcomes

DESCRIPTION: This is a practical theology course that engages biblical, theological, and practical matters in ecclesiology and leadership. The work of lay and clergy leadership is explored in regard to fostering an environment in which all participants are to be formed into an interpretive community that is engaged with God personally and corporately in congregation formation, spiritual formation, and missional formation. Working from a praxis-theory-praxis perspective, the course will attend to topics as they are integrated in a practical theology methodology with an emphasis on *missio Dei*.

LEARNING OUTCOMES: Students will (1) articulate an understanding of missional ecclesiology for the student's anticipated ministry context; (2) articulate an understanding of the tasks of congregational leadership; (3) apply course frameworks for ecclesiology, contexts, and leadership to exercises regarding specific cases; and (4) articulate reflectively concerning one's own gifts and calling in relationship to course frameworks for ecclesiology, contexts, and leadership.

COURSE FORMAT: This course will be conducted online on a ten-week schedule aligned with Fuller's academic calendar for a total of 40 instructional hours. Students are required to interact with the material, with each other, and with the instructor regularly through online discussions, reading, and other assignments that promote active learning.

Reading and Assignments

REQUIRED READING: 1050 pp. required; 997 listed—other items will be added

Branson, Mark Lau, and Juan F. Martinez. *Churches, Cultures and Leadership: A Practical Theology of Congregations and Ethnicities*. IVP Academic, 2011. ISBN: 978-0830839261, Pub. Price \$27.00 [233 pp. assigned].

Branson, Mark Lau, and Nicholas Warnes. *Starting Missional Churches: Life with God in the Neighborhood*. InterVarsity, 2014. ISBN: 978-0830841165, Pub. Price \$18.00 [185 pp. assigned].

Roxburgh, Alan. *Joining God, Remaking Church, Changing the World*. Morehouse, 2015. ISBN: 978-0819232113, Pub. Price \$16.00. [127 pp. assigned].

Lohfink, Gerhard. *Jesus and Community*. Fortress, 1984. ISBN: 978-0800618025, Pub. Price \$29.00 [185 pp. assigned].

Sedmak, Clemens. *Doing Local Theology*. Orbis, 2003. ISBN: 978-1570754524, Pub. Price \$26.00 [161 pp. assigned].

Leadership Articles/Chapters on eReserves

Argyris, C., "Teaching Smart People How to Learn" Harvard Business Review, 1991 [16 pp.].

- Branson, Mark Lau, "Forming Church, Forming Mission," *International Review of Mission*, 2003 [11 pp.]
- Ely, R. and Meyerson, D., "Theories of Gender in Organizations," Working Paper #8, Center for Gender in Organizations, Simmons College, 2000.
(www.simmons.edu/som/docs/cgo_wp8_DNC.pdf) [46 pp.].
- Heifetz, Ronald, "The Work of Leadership" HBR, 2001 [16 pp.].
- Senge, Peter, "The Leader's New Work," Sloan Management Review, 1990 [17 pp.].

ASSIGNMENTS & ASSESSMENT: Canvas supersedes syllabus; details and rubrics on Canvas

1. 1050 pp. of required reading (10%). [75 hours].
2. Online instruction including video lectures, peer and professor presentations, brief essays, etc; maintain weekly course checklists. (20%). [This assignment is related to learning outcome #1, 2, 3, 4]. [25 hours]
3. Web interaction weekly (DLAs): interactive reflective activities including Blue Jeans online group discussions, videos, spiritual disciplines such as group lectio divina, and forum posts, [often a 250-word post and follow-up 250-word forum response] (30%) [This assignment is related to learning outcomes #1, 2, 3, 4]. [25 hours]
4. Reflective essay (750 words) on your leadership capacities in light of class, midway through class (10%). [This assignment is related to learning outcome #2, 4]. [5 hours].
5. Practical Theology Case Study & Online Presentation, per Canvas (10%). [This assignment is related to learning outcome #1, 2, 3]. [10 hours].
6. Write a 2,000 word term paper, per syllabus/Canvas, that integrates issues of ecclesiology, missiology, context, and leadership; demonstrating a practical theology method; includes the student's reflection on progress concerning course goals (20%). [This assignment is related to learning outcome #1, 2, 5]. [20 hours].
[Details on assignments are on Canvas.]

Every 4-unit seminary course at Fuller requires 160 hours of work. Students need to be prepared to spend an average of 16 hours per week on this course. This is why students must spend a few hours at least every other day online, in addition to reading, to be successful in this course.

Course Procedures

The following articles are on the course Canvas page under Fuller Course Policies and are to be considered as included in this syllabus:

- Academic Integrity (required by week 2 of class)
- Accommodation Services
- Attendance/Participation
- Policy regarding Incompletes
- Statement of Informed Consent
- Writing Center
- Guidelines for online interactions, aka "Netiquette"
- Course Moodle Statement

I will be checking into our class at least 4 days, but I will not respond to every post in every conversation. My goal is to help guide conversations. If you submit a question to the course "Discussion for Course Questions," I will try to respond quickly. You are not required to log in

to our class at the same times each week, but I expect you to **log in to our class regularly throughout each week** during the quarter. In order for you to pass this class, you must participate in course activities and course discussions. **Remember: this is an online class, not an independent study.** So all questions, issues, etc. that are class related should be posted in the Discussion for Course Questions. If you need to email me directly about a personal issue/concern, please feel free to do so. You can expect a reply from me within 48 hours.

All written work should follow norms for style and grammar; differences between personal reflections and public writing are assumed. No assignments will be received after midnight on the final day of the term. Students who desire assistance with writing are encouraged to enlist friends or to contact the “Writing Center” at 626-584-5630. Keep a printed or computer copy of your work until the graded copy is returned to you.

- All papers must be double spaced, 1" margins, pages numbered.
- Use 12 pt Times Roman font, or a very readable serif font (not sans-serif).
- Use Turabian (or the Chicago Manual of Style, which is available through your library link) for all matters of references, style, punctuation, and grammar.

You may visit this link for guidance on footnotes and bibliography:

<http://www.citationmachine.net/chicago/cite-a-book>

The **purpose of the writing assignments** is to help you bring your own past experiences and theories (praxis), to become familiar with major conceptual and practical issues through class resources, and to reflect (engage your praxis with new materials) toward new praxis. In various pieces you need to show that you understand key concepts, arguments, and implications of course resources. Always focus on understanding the relevant materials as they provide means for you to engage your experiences and your future. When you are unclear about the authors’ presentations or about your own reflections, articulate those perspectives and questions. Avoid the common errors of careless reading, majoring on minors, mistaking illustrations for concepts, projecting ideas into the text, and reacting instead of reflecting.

Use critical reflection and, as needed, academic language in your posts and replies, which means not just saying “I like this” or “Great post.” I am looking for thoughtful posts/replies and reflections that incorporate course reading and discussions. If you quote a book or article in your post or talk about an idea you read in a course book or article, include a short reference (such as: Branson/Martinez, page number). If you mention an online resource, note it as well (YouTube video title) or (Facebook post) or (website URL). **Short references in this format are only okay for the forum posts. In your reflection papers and final paper use Turabian/Chicago Manual of Style formatting.** (SOP students can request permission for APA style.)

Participate respectfully as we form a learning community. Give respect and attention to the ideas, comments, and questions of others. We want to encourage rigorous thinking and clear articulation in a welcoming environment. Hospitality in class, as we discuss varying viewpoints and personal experiences, does not mean we are just “nice” – rather it calls for careful listening, for empathy, for clarity in disagreements, and for words that honor the Holy Spirit’s work among us. Please see the document “Netiquette” on the course Moodle page.

Appointments provide ways for the instructor and students to be in contact. I am available for BlueJeans or phone appointments. Appointments are most easily arranged by email.

Course Work Due Dates: Each faculty member determines due dates for course work *within* the quarter, as well as policies regarding these due dates (such as penalties). For this course, if a checklist ([assignments 1 and 2](#)) or the [Reflective essay \(assignment 4\)](#) is submitted late, it can receive up to half the points. *However, they will not be accepted more than 4 days after the due date.* Points for [assignments 3, 5, and 6](#) cannot be made up. If they are not submitted/completed on time, the student will not receive credit.

All work for a course must be submitted by the end of the official last day of the quarter, Friday of week 11, at 11:55pm, regardless of the meeting schedule or nature of the class (including IDL classes). Faculty are not authorized to extend end-of-quarter deadlines for classes or individuals under any circumstances. *Asking for (on your part) or giving (on the part of the faculty member) more time without a valid Incomplete or Hold is considered a violation of the Academic Integrity Policy.* If you are unable to complete all work in a master's-level class by this deadline, due to extenuating circumstances (as defined below), you may request a grade of Incomplete to allow you to finish the course work.

Incompletes (for an extension at the end of the term) and permission for late submissions (of any specific assignment) are only granted in extenuating circumstances (medical emergencies, immediate family, etc.) and are governed by the Registrar's Office. Requests for an Incomplete, signed by the instructor, are due in the Registrar's Office on the last day of the quarter, at 5pm Pacific time. The length of the extension is governed solely by school academic policies. Any such arrangements are not intended to cover for bad time management, including everyone's need to structure schedules to allow for unexpected obligations. Please also reference the Fuller Policies section on the course Canvas page.

Submitting papers / retrieving papers: All written work will be submitted via Canvas in a **Word Document**. Papers will be marked and returned through Canvas or by email. Save your paper as you write it. Every time you write a page, save your paper in two places (such as email or the "cloud" or external hard drive) so that if your computer crashes (and it happens) you will not lose your entire paper. **Extensions for papers are only granted in the case of medical or family emergencies.**

Language and Gender: This statement is in official seminary documents (see <http://fuller.edu/about/institutional-reports-and-documents/institutional-commitments/>), and is the basis for this class' commitment to gender-neutral language: "As members of the Joint Faculty of Fuller Theological Seminary, we are committed to the use of nondiscriminatory language in all areas of the community's life. We recognize that many women and men no longer find 'man,' 'men,' and 'mankind' acceptable as generic terms. We understand that such exclusive language, though once normative in our speaking and writing, now tends increasingly to alienate a substantial group of people. We wish to challenge patterns of language that may be doing harm even when harm is inflicted unconsciously and without intention. As Christians desiring to support human equality, we intend to avoid exclusive language which might express or encourage discrimination within the Church or society. We pledge ourselves as faculty and

encourage students, staff members, and administrators/managers to use language which includes women and men in all our teaching, writing, witness, and worship."

In discussions, papers, posts, etc., students are expected to be conscious of how language shapes our realities and affects others. The generic use of male language is not acceptable; here are some possibilities:

- use the word "humankind" instead of "mankind"
- use the words "person(s)" or "people" instead of "man" or "men" when trying to describe something that is general to humanity
- sometimes a reference can be made plural so "they" or "them" is appropriate
- use the word "God" instead of "he" to describe God in both conversation and writing
- use the words "God's self" instead of "himself or herself" when writing or talking about God

Academic Integrity Commitment: At the beginning of this course we, as faculty and students, reaffirm our commitment to be beyond reproach in our academic work as a reflection of Christian character. We commit to honesty in all aspects of our work. We seek to establish a community which values serious intellectual engagement and personal faithfulness more highly than grades, degrees, or publications. **Each student is required to complete the online tutorial, You Quote It, You Note It, found on each student's Portico account.** Completing this tutorial one time meets this requirement for all courses. Students are also expected to review and understand the commitments to academic integrity as printed in the Student Handbook and the Seminary catalogue. Some infractions can be addressed by personal confrontation and corrective counsel. The following violations of these commitments will be firmly addressed formally:

- Submitting the same work in whole or in part in more than one course without the permission of the professor(s);
- Submitting as one's own work material(s) obtained from another source;
- Plagiarism: unattributed quotations or paraphrases of ideas from published, unpublished or electronic sources;
- Unauthorized collaboration in preparing assignments;
- Cheating on exams by any means;
- Aiding another student on papers and tests in violation of these commitments.

Any of these violations will result in a failing grade on the assignment and possibly in the course, and will be reported to the Academic Integrity Committee which may impose further sanctions in accordance with the Academic Integrity Policy. Evidence of repeated violations will result in a formal disciplinary process. You may contact the Academic Integrity Committee Chair at aic-chair@fuller.edu.

Evaluation/Grading

The points noted for assignments will be translated into final grades:

A	95-100	B+	87-89	C+	77-79
A-	90-94	B	83-86	C	73-76
		B-	80-82	C-	70-72

A	Meets descriptions of A- and B+ and is excellent in every way
A-	Meets standards of B+, plus some level of additional insight, excellence, depth of reflection, demonstration of learning, or connections with materials beyond the assignment (e.g., other course resources or substance from other classes)
B+	Assignment is met with competence and thoroughness, with careful attention to all requirements
B	The work meets almost all aspects of the assignment and the work is very good, but lacking thoroughness or accuracy some aspect
B-	Most of the requirements receive attention and work is generally of a good quality
C range	Indicates that some aspects of the assignment were engaged, some effort is recognized, but the work misses significant aspects of the requirements or the quality is not adequate.

CLASS SCHEDULE – CHECK CANVAS FOR FINAL WORD

WEEK	READING ASSIGNMENT (#1) All articles (except for Branson essays) are in eReserves. (Other videos and articles on Canvas)	WRITING ASSIGNMENTS (#4-6) Online exercises and Discussions on Canvas)
Week 1 Intro to PT and God as Initiator	Branson essay: "Working as a Practical Theologian" (4) Roxburgh: Intro & Pt I (59) Branson video: PT Cycle	
Week 2 Critical Reflection & Contexts	Branson essay: "Critical Reflection on Praxis" (3) Branson/Martínez: Intro & Chs 1-3 (83) Sedmak: Foreword, Pref, Intro, Ch 1 (27)	
Week 3 Engaging the Gospel	Lohfink: Intro & Pts I&II (73) Sedmak Ch 2 (22)	
Week 4 A Jesus Community	Lohfink: Pts III, IV, Postscript (112)	
Week 5 Doing Theology in Context	Branson/Warnes: Orientation & Appreciation & Ch 1-2 (37) Branson article "Forming Church Forming Mission" (11) Sedmak: Chs 3-4 (52)	Assignment 4: Reflective Leadership Essay
Week 6 Engaging Social Contexts	Sedmak: Chs 5 –Epilogue (65) Branson/Martinez: Ch 4 (16) Branson/Warnes: Chs 3-4 (38)	
Week 7 Attending to Diversity	Branson/Warnes: Chs 5-6 (34) Branson/Martinez: Chs 5-8 (75)	
Week 8 Leading in Community	Branson/Martínez: Chs 9-11 (56) Roxburgh Pt II & Conclusion (60)	Assignment 5: Practical Theology Case Study (1-2 per group)
Week 9 Learning Communities, Gender, and Leadership	Fuller Website on Women & Ministry Ely/Meyerson: "Theories of Gender" (48) Heifetz/Laurie: "The Work of Leadership" (10) Senge: "The Leader's New Work" (16) Argyris: "Teaching Smart People How to Learn" (10)	Assignment 5: Practical Theology Case Study (1-2 per group)
Week 10 Reflecting on Stories	Branson/Warnes Chs 7-10 & Afterword (73)	Assignment 5: Practical Theology Case Study (1-2 per group)
Last Friday of term	Final day for assignments	Assignment 6: Final paper & late assignments