

**Missional Church and Leadership: PM514**  
**Winter 2021**  
**Fuller Online**

Professor: Mark Lau Branson, EdD  
Course Information

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Course Description and Learning Outcomes

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**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 (text and video), reading, and other assignments that promote active learning.

Reading and Assignments

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**REQUIRED READING:** 1000 pp. required. (977pp listed below; items will be added on Canvas)

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. Available as an e-book from Fuller Library [233 pp. assigned].

Branson, Mark Lau & Alan Roxburgh. *Leadership—Disruptions—God's Agency*. Cascade, 2020. Prepublication manuscript on Canvas [152 pages assigned].

Branson, Mark Lau, and Nicholas Warnes (eds.). *Starting Missional Churches: Life with God in the Neighborhood*. InterVarsity, 2014. ISBN: 978-0830841165, Pub. Price \$20.00. Available as an e-book from Fuller Library [185 pp. assigned].

Tisby, Jemar. *The Color of Compromise: The Truth about the American Church's Complicity in Racism*. Zondervan, 2019. ISBN 978-0-310113607, Pub. Price \$15.79. Available as an e-book from Fuller Library [100 pp assigned].

Wimberly, Anne Streaty. *Soul Stories: African American Christian Education*. Rev. ed. Abingdon, 2005. ISBN: 978-0687494323, Pub. Price \$21.99 [167 pp.].

Articles/Chapters on Canvas (all items are linked on Canvas; some items will be added as the term progresses):

- 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.].
- Branson, Mark Lau. “Escaping a False Gospel,” *Theology News & Notes* (Spring 2004). [4 pp.].
- Ely, Robin J., and Debra Meyerson. “Theories of Gender in Organizations: A New Approach to Organizational Analysis and Change,” *Research in Organizational Behaviour*, vol 22 (2000). [40 pp.].
- Heifetz, Ronald “The Work of Leadership,” HBR, 2001 [16 pp.].
- Lee, Byungohk. *Listening to the Neighbor*. Pickwick, 2015. ISBN-13: 978-1498219464, Pub. Price \$28.00. [pp 1-16].
- Sedmak, Clemens. *Doing Local Theology*. Orbis, 2003. ISBN: 978-1570754524, Pub. Price \$28.00. [pp. 1-20].
- Senge, Peter, “The Leader’s New Work,” *Sloan Management Review*, 1990 [17 pp.].

#### ASSIGNMENTS AND ASSESSMENT:

1. 1000 pp. of required reading; weekly video lectures/presentations (10%). [This assignment is related to learning outcomes #1-4] [80 hours].
2. Weekly group video meetings—synchronous, with groups arranging times (DLAs); alternately students may watch a video of a meeting and submit a report (10%). [This assignment is related to learning outcomes #1-4] [10 hours].
3. Weekly hour in activities in your geographic/relational context, plus personal reflection and/or conversations (per details in syllabus/Canvas); assignments will be adjusted for social media options (10%). [10 hours].
4. Web text-based discussions (DLAs) of 200-300 words with responses of 50 words (10%). [This assignment is related to learning outcomes #1-4] [10 hours]
5. Reflective essay (750 words): Autobiographical reflections on Christian life, church involvement, and leadership (10%). [This assignment is related to learning outcome #4] [5 hours].
6. Reflective essay (750 words): your leadership capacities in light of class, midway through class (10%). [This assignment is related to learning outcomes #2, 4]. [5 hours].
7. Practical Theology Case Study & Online Presentation, per Canvas (10%). [This assignment is related to learning outcomes #1, 2, 3]. [10 hours].
8. 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 (30%). [This assignment is related to learning outcomes #1, 2, 4]. [30 hours].

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 and other activities, to be successful in this course.

## Assignment Grading and Parameters

**NOTE: The class week begins Monday morning and ends on Sunday at 11:55pm.**

**The points noted for assignments will be translated into final grades.** This point scale for your final grade matches the percentages used for each assignment. That means if you track the points for every assignment you will know what you are accumulating toward the final possible 100 points.

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

**General rubric for all assignments—A B+ means you successfully complete the assignment:**

A	Meets descriptions of A- and B+ and is excellent in every way
A-	Meets standards of B+, plus <u>some significant level of additional</u> 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 in 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.

**A comment on the length of papers:** For each paper I state a length, then I indicate “+/-10%” which means you have the flexibility to be 10% under or 10% over without length alone affecting your grade. That word count does not include footnotes, bibliography, or appendices.

**A comment on the length of posts and responses:** I state a minimum and maximum for each post or response. Please try to stay within these limits. The minimum is necessary for you to claim you completed the assignment. The maximum is a courtesy to other students and to me.

### Assignment Details

[All details and updates are on Canvas—if there are any differences, Canvas supersedes the syllabus.]

**Assignment 1:** Weekly reading (books, articles, online materials) and videos. Use the checklist (a “quiz” at the bottom of each Module) to report your completion of these items. **Rubric:** You will receive ½ point for reading/watching at least half of the assigned items; you will receive 1 point for completing all videos and readings. (10 points)

**Assignment 2:** Weekly group video meetings—synchronous, with groups arranging times. (10 points)

### Zoom Classrooms

For this course, you will be required to meet in small group video conferences during weeks 2–10 (or watch and report on the group video). Here are the steps:

- By Wednesday noon of week 1, click on “Exercise: 5 Years from Now” and fill in the table. (This information will help me form groups.)
- By Wednesday evening of week 1, I will send an announcement about your groups. So beginning on Thursday of week 1, use the “Group Discussion” at the top of Canvas—which will automatically connect you with just your group members—to set a regular weekly time between Thursday and Sunday for your group meet (these meetings will begin in week 2). Your conversations will include your reflections on the week’s readings and videos.
- Your video meetings will be logged into the class’s Zoom schedule. You will find a link to this video classroom by clicking on the Zoom button in the left column on Canvas.
- Whenever you have a meeting, please login in a few minutes before the set time so you can begin as scheduled.
- All meetings are recorded; if you are unable to attend a meeting, or to join another group temporarily, you can watch the video and send me a brief (150–200 word) email that includes: highlights for the group and for you regarding the lectio exercise, something from a participant that added to your understanding and reflections, and your own response to the prompts.

I plan to participate with each group at least twice during the quarter, but all meetings in the classrooms will be recorded so that I can view your conversation. Please experiment with entering the classroom prior to your first meeting. If you have trouble utilizing this platform, please message me immediately so that we can get things figured out before your first small group meeting. Your group will also have its own (text) Discussion link at the top of the Canvas page—so use that Discussion to set up your first meeting and to stay in touch for any other reasons.

Changing your group meeting time, temporarily joining another group, or watching a video:

- If some week has schedule conflicts for a group member, please work together to set an alternative time.
- If you change your group time, please ask someone in your group to message me so that I know when you are meeting.
- Each student may have one absence throughout the quarter without effect to their grade. When you complete that week’s self-report, do *not* report completion—there will be a way to claim your point at the end of the term. (Just remember what week you missed so that you are able to provide an accurate claim.)
- If you foresee a week when you will not be able to attend, and your group cannot arrange an alternative, notify me early in the week and I will provide an option for you to temporarily join another group. (Or you can watch the video and provide a report—see below.)
- If you do not participate in the group’s synchronous meeting, you can watch the video and provide a report to the professor. Your report should include observations about the group conversation on the lectio text, comments on how

the group responded to the week’s prompt (include what added to your understanding and reflections), and your own responses to the lectio exercise and the week’s prompts.

### Elements of Weekly Meetings

The agenda for your weekly group meeting will be provided under each module of the Canvas page.

- Your time will usually include “Dwelling in the Word,” which is often called lectio Divina. This is a time to reflect on a specified scripture passage while *paying attention to ways that the Holy Spirit prompts you*. Before your first meeting, please read the Dwelling in the Word instructions (top of Canvas) so you are prepared. Also, beginning in Week 2 you will see a Bible text listed by your video meeting assignment; take time to read that passage 2-3 times prior to each week’s meeting.
- There will be additional instructions for each meeting as you reflect with each other concerning other course assignments and how they connect with your own life and work.
- **Two people in your group will have special tasks** -- a facilitator and a reporter. The facilitator will attend to the specific assignments of the week, monitor time, confirm the next meeting, and arrange the next week’s facilitator and reporter.
- The reporter will submit a brief report (usually 50–100 words): report who was present, what was notable about your time together (especially engaging, encouraging, frustrating, confusing, etc.), any questions that members want me to be aware of, and any change in scheduling. This report is to be submitted by using that week’s video assignment link, then clicking on the “reply” option.

The image shows a screenshot of a Canvas LMS interface. At the top, there is a search bar with the placeholder text "Search entries or author". To the right of the search bar are several buttons: "Unread", a circular icon with a dot, an up arrow icon, and a down arrow icon. Below these buttons is a large text input field with a "Reply" button on the left side.

**RUBRIC:** You will receive 1 point for full attendance and ½ point for attending at least 30 min.

**Assignment 3:** Weekly hour of activities in your geographic/relational context, plus time for personal reflection. (10 points)

Because our course promotes critical, theological reflection about your life in your own context, with attention to ecclesiology, missiology, and leadership, you will have specific activities near your home, work, church, or school. (If your current location is temporarily different than your usual place of residence/ministry, you can pursue some activities in relationship to that other location.) Each week this 1-hour assignment should include about 30–40 minutes of engagement and 20–30 minutes of reflections/journaling.

- As you engage these activities, ask the Holy Spirit to make you aware of God’s actions and graces that are present. “God, what are you doing? What do you want me to notice?”
- Be especially aware of what is called “alterity,” or otherness. In what way does God use alterity to engage your feelings, thinking, and imagination? Note your own hesitations,

fears, excitement, confusion, or enjoyment. Otherness may be with a friend or a stranger; it may be about a location, a street, or a store.

- The specifics for each week will be on Canvas; sometimes there will be time to discuss your activities and impressions with your group
- You will report completion in the weekly self-report on Canvas. You can be delayed on this assignment on up to 3 times during the quarter, so if you miss a week, do not claim credit on the self-report, but keep track of which weeks you miss and note when you complete those assignments (by doing 2 assignments in 1 week). There will be a way to report those make-up completions during the last week of the quarter

**Sample Assignment:** Talk with neighbors (1 to 3 persons) about the neighborhood where you live (or the neighborhood from which you recently moved). Ask them how long they've been there, what they most appreciate, and any specifics about how the neighborhood provides for families, kids, elders, or diverse groups. Let the conversation wander on the general theme of neighborhood. Then take time for personal prayer, reflections, and journaling. Summarize what you did and reflect on any way that your experience connects with course readings or Bible reflections. **Sample journaling:** "On Monday after work I saw my next door neighbor Jim, and his son joined the conversation briefly—he lived here before me. Then on Saturday afternoon I talked with another neighbor. I asked how long they had lived here, then I use the kind of questions in the assignment. Afterward I journaled, making connections with the Roxburgh book about listening to neighbors and Branson's comments that God is at work in these neighbors. I enjoyed these connections. I am praying for God's grace in their lives and I will look for another chance for a conversation."

**Note on options because of covid pandemic:** In most locations, you are allowed to be in some conversations with neighbors, using masks and social distancing. Outside locations are usually better. Parks, some shopping centers, and civic spaces may be available. You may be able to connect with others when taking kids to school, walking a dog, or warmer climates, by being in your own front yard. If matters of health or weather make it impossible to be outside your home, then you can look for ways to connect online—and this takes creativity. What social media connect your neighborhood? Some social media tend to promote fear, or conformity, or exclusion. They are not good places for substantive engagement—but you may find neighbors with common interests, or who can help you learn about something. Do you have local Facebook, Nextdoor, or Patch? Here is a guide to various social platforms—<https://newdream.org/topics/community-building>. You can also have church friends introduce you to neighbors—and use Facetime or email or a common platform, asking questions to see the neighborhood through their eyes.

**RUBRIC:** You will report your completion in the weekly self-report. You will receive 1 point for full participation and ½ point for engaging the assignment for at least 30 min.

**Assignment 4:** Weekly Canvas discussion (text) with your group. (10 points)

Critical reflection requires the continual interplay of your own experiences, course resources (reading, videos, exercises), interaction with others, and creative work in which you express what is being generated in you—your thinking, feeling, acting, wondering, praying, planning, etc. (See the Branson essays on "Critical Reflection" and on "Doing Theology"—these

are foundational for the whole course.) The weekly text-based Discussions (usually an initial post plus minimally 2–3 responses) foster this creativity as you express your learning and reflections and as your group prompts reflections in each other.

- You will have an initial post by Friday noon (Pacific Time) and a follow up due by Sunday midnight. Generally, your initial post can be 150–200 words and responses can be 50–100 words.
- The themes and questions will be posted each week on Canvas.

The Friday timing is set so that you can have most (or all) of your reading completed. Your follow-up comments to each other need to be more than cordial, generic responses—engage something specific with a question or suggested correction or further development of another’s comment. (“Do you see a connection with our reading?” “Are you seeing differently than before? Why?” “I think I read Dr Branson differently; what do you think of xxxx?”) The purpose of these responses is to increase personal and group competencies in thoughtful, critical reflection on course materials in relationship to your lives and work (now and in the future).

Be especially attentive to any time that you (or others) want more clarity. Maybe a misunderstanding gets surfaced or confusion is voiced. Engage these matters as a group, then if something remains unclear please message me. I will usually read the Discussions on Fridays and Mondays but I do not want to miss any specific questions that have arisen.

**Rubric:** You will report your completion in the weekly self-report. You will receive ½ point for your post and ½ point for follow-up responses.

**Assignment 5:** Autobiographical essay (750 words): Autobiographical reflections on Christian life, church involvement, and leadership (10 points).

- Write 750 words (+/-10%), with about one paragraph per question (below).
- Have a minimum of 2 footnotes—at least 1 book and 1 website. For example, name an author/book that influenced you, describe something about your city/town, and name a church or organization that was important.
- See “Stuff about Papers” and other links in the first module on Canvas for help writing your essay. Matters of formatting, organization, grammar etc. can impact 10%.
- See the sample autobiography on Canvas.
- During Week #1, post by Friday noon to your Discussion group.
- Respond to 2-3 other students, helping each other with clarity regarding the elements of the assignment, by Sunday midnight.
- Read student responses to your essay, make any changes to improve your work and upload your final essay on the Week #2 assignment link.

This will take drafting and editing for you to shape a clear, tightly written essay. Pay attention for clarity, formatting, grammar, etc. This thematic autobiography will note the primary experiences that you bring into the class, because your thinking, feelings, imagination, and actions have been shaped by these experiences. Please include about 150 words each on these questions: (1) Provide a sequential summary of your family and your own church involvement, just naming churches and Christian organizations in which you have participated. (2) Explain one or two primary formative experiences regarding faith/theology, including what has influenced your current interests and questions in regard to seminary, vocation, and leadership. (3) Provide information about your current (or most recent) congregation (or ministry, formal or informal) and your hopes for after seminary. (4) Name people, books, theology, and other

primary influences on what you believe about church (and its mission and leadership). (5) What questions are you asking?

After you draft your essay, review these questions, the sample paper, and the format/grammar guides.

**Rubric:** A B+ paper attends to all details of the assignment with clarity and thoughtfulness. A higher grade reflects more thoughtfulness regarding reflections, connections, and insights (perhaps connected to seminary learning).

<b>RUBRIC:</b> Autobiography-churches, leadership	Available	B+ level
All 5 listed items (per details, above)—attention to each item, including thoughtful explanations, thoroughness (within the space required), and implications 1) Brief overview 2) Formative experiences (church, vocation, leadership) 3) Current involvement and hopes/plans 4) Books, people, other influences 5) Questions you are asking	10	8.9
Grammar, formatting, clarity, style can lose up to 1 point (See “Stuff about Papers”)		

**Assignment 6:** Reflective Leadership essay (750 words): your leadership capacities in light of class, midway through class (10 points)

This is a critical reflection essay about your leadership capacities and your plans for increasing your competencies in light of the experiences and knowledge you brought into this course and the course readings and activities. Pay special attention to Branson's essay on critical reflection, the syllabus notes on writing papers (including gendered language), and the "Stuff about Papers" instructions. Upload by Sunday 11:55pm.

At mid-course, students should be in a place to undertake an analysis of one's own leadership potential and challenges. This is a reflective work. Have conversations and spend time journaling about these questions, then try a first draft. Feel free to get feedback from a friend.

Then prepare your paper. Use these questions as guides and see rubric for required items:

- How have you been shaped by the leadership you have experienced (including when you led and when others led)?
- What lessons have you learned from both good and bad situations?
- What wounds and hurts have been a part of that journey? What joys?
- What are the primary skills, abilities, and knowledge that you possess currently?
- What skills, abilities, and knowledge do you believe you need to develop?
- What do you hope to learn in this course and from other sources and experiences as you seek to gain competencies? What is your plan?
- Refer to a minimum of three frameworks, and consider using one framework for a focus (such as the leadership triad, the three zone chart, the church formation triad, the PT cycle, the chart on social theory) and refer to a minimum of three course resources (texts, articles, etc.).

While there is not a right answer for you to come to in this paper, you will need to demonstrate both strong personal ability to do self-reflection, an appropriate awareness of the



nature of the leadership, an engagement with the theological work we have engaged regarding missional ecclesiology, and PT interconnections.

The paper is relatively short (750 +/-75 words, or approx. 3 pages), so it is advisable to work through several drafts to refine clarity and brevity.

**Rubric:** A B+ paper attends to all details of the assignment with clarity and thoughtfulness. A higher grade reflects more thoughtfulness regarding reflections, connections, and insights. For example, connect with other courses or with important resources you have found elsewhere, or note earlier voices and indicate changes in your perspectives.

<b>RUBRIC:</b> Leadership Essay—use the above instructions; this is a summary:	Available points=10	Points for B+ (8.7)
Specific personal experiences, actions, and characteristics, with attention to leadership capacities that you have experienced and that you can embody (details above).	3	2.6
Critical reflection engages course themes, theories, theology (such as God’s agency, Christian anthropology, ecclesiology, missiology), and frameworks (listed above). References to at least 3 course resources that are most relevant to your reflections (texts, articles, etc.)	4	3.5
<u>Specific personal needs</u> for growth in understanding (theories and theology) and leadership competencies, and <i>what you plan to do</i> to gain competencies in these matters.	3	2.6
Format, footnotes, syntax, grammar, clarity can lose up to (-)1 pt.		

**Assignment 7: Practical Theology Case Study & Online Presentation (10%).**

For the case study, students are asked to engage the Practical Theology (PT) cycle, as described in Branson’s essays and developed in the course resources, toward a projection of how a leader can use the PT cycle to help a church or faith community engage God’s missional initiatives. In this case study, the student should engage the five elements of the PT cycle as follows:

- Write about 150–200 words each element—750–1000 words total.
- For each step, name what content is most important (like information about the culture, or Bible passages that connect with the challenges) then specify how you (as a leader) would engage the church/organization (or some subgroup) in the PT cycle.
- You can use some scenario from a church where you have been involved, perhaps revisiting a situation and proposing this as an alternative to what happened.
- It is OK to fictionalize setting, people, and experiences—just note in a footnote that something is “based on a personal experience” but then “with changes to names (or other aspects).”
- Your “presentation” may just be a document, but other (brief) media can improve your work (Prezi, video comments/interviews, other video/images). If you use these other forms, they should not just be repetitions from your paper—they should provide depth, nuance, support materials, etc.
- See this assignment on Canvas for additional prompts on the PT steps.

This assignment has several elements—writing, group interaction, and final submission. Your due dates will vary:

- Each student will choose a date (with deadlines on Thursdays, 11:55 pm) to present a case study **during weeks 7–9**. (This is not part of your live video meetings.)
- Only two members of a group can present in any given week—signups are available in the module for Week 6 (first come, first serve).
- On the day of your presentation, you will post your case study (and any additional materials) for your small group to view and comment on.
- Each student should respond to all of their small group members' case studies. Small group members will have until Sunday (11:55pm) to ask questions, probe further, and identify other areas of consideration. Work to improve each other's presentations.
- Then, after viewing responses, you can (a) revise your work for submission; or (b) attach an addendum to your paper, offering 200–250 words of additional insight and reflection on the case study in light of the questions and insights offered by your small group members and the additional work it provokes. This should be uploaded by Thursday of the week following your original presentation. The assignment upload link is in Week 6 with the original assignment and accessible through the “Case Study” button at the top of the home page.

**Rubric:** The case study will be evaluated based on how well you engage the PT model, your use of other course resources (books, articles, lectures, etc.), the depth of your critical reflection, and your final response to your small group members' promptings. **A B+ paper** attends to all details of the assignment with clarity and thoughtfulness. **A higher grade** reflects more thoughtfulness regarding reflections, connections, insights (perhaps connected to seminary learning), plus use of other media such as a video, PowerPoint, or Prezi presentation based on your work.

<b>RUBRIC:</b> Case Study—This rubric summarizes the assignment; attend to the description of the assignment specifics	Available points=10	Points for B+ =8.8 (points are rounded up)
Student described a concrete case situation (PT step 1), showed awareness of appropriate <i>content</i> for PT steps 2-4, then named discernment activities and potential experiments for step 5. Demonstrates understanding of each PT step.	4	3.5
Student shows how <u>to lead</u> some group (either a group of leaders or another selected group) through the 5 steps. This is the <i>process of leading</i> PT.	4	3.5
Appropriately engaged course lectures, books, articles, and videos regarding the PT steps and demonstrating leadership. These resources show the importance of theology, culture, and leadership processes.	2	1.8

Lack of substantial engagement with other group member case studies can lose up to 1 point		
Problems with syntax, clarity, grammar, format, and references can lose up to 1 point		

**Assignment 8:** Write a 2,000-word (+/- 200 words) 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 (30%).

The final 2000-word term paper calls for you to demonstrate leadership skills by integrating issues of ecclesiology, missiology, context, and leadership processes, with specific grounding in a context and your own life. Use several of the frameworks you learned in class and attend to theological and biblical resources. Engage in critical reflection on concrete situation(s). This can be an expansion of assignment 7.

For example, you could critically reflect on some aspect of your own church (or Field Ed site, or previous leadership experience) by following the Practical Theology method and/or the Missional Change Process as presented in class. (You can maintain confidentiality by changing the names of persons, churches, and locations.) You may use fictionalized elements to shape a compelling paper but be sure to include a footnote regarding the nature of the case—”based in fact,” “the situation is substantially accurate with a fictionalized demonstration of a possible leadership process,” “the setting is from my own experience but the situation and process are invented for this paper,” etc.

Finally, drawing on this paper plus your mid-quarter leadership essay, along with other course resources, write a concluding section (at least 300 words) on your own learning and reflections about yourself regarding the stated course outcomes on page 1 of this syllabus:

- understanding of missional ecclesiology for the student’s anticipated ministry context;
- understanding of the tasks of congregational leadership;
- ability to apply course frameworks for ecclesiology, contexts, and leadership to real situations
- discernment concerning one’s own gifts and calling in relationship to course frameworks for ecclesiology, contexts, and leadership.

In other words, how do you evaluate what you have gained from books, assignments, conversations, activities, and critical reflection in regard to each of the four stated learning outcomes? Conclude with a few sentences concerning how this affects your imagination and plans regarding your own vocation.

**Rubric:** A B+ paper attends to all details of the assignment with clarity and thoughtfulness. A higher grade reflects more thoughtfulness regarding reflections, connections, and insights (perhaps connected to seminary learning). Papers are improved with resources beyond the required course readings.

<b>RUBRIC:</b> Final paper—see assignment details, this is a summary:	30 points possible	B+ level = 17.5	Comments
Integrates theological matters, like God’s agency, ecclesiology, missiology, and	5	4.4	

Christian anthropology, with the context/situation			
Concrete experiences/examples	5	4.4	
Clearly describes and follows a practical theology method	5	4.4	
Engages several leadership concepts and shows appropriate options	5	4.4	
Minimally engage at least 5 books/articles and 3 frameworks with clarity	5	4.4	
Concluding personal critical reflections on your leadership and next steps for competencies (at least 300 words, as final section)—refer to syllabus Learning Outcomes	5	4.4	
Syntax, clarity, grammar, format, references can lose 3 points			

### 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
- Expectations Regarding Pass/Fail
- Policy regarding Incompletes
- Statement of Informed Consent
- Writing Center
- Guidelines for online interactions, aka “Netiquette”
- Course Canvas Statement

### **Professor engagement/availability**

I will be checking into our class at least 4 days each week, 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 “Whole Class Discussion & Questions about assignments,” I will try to respond quickly—but frequently other students can assist. I will set up regular times for video appointments, allowing up to 4 students to join. If you need to email me directly about a personal issue/concern, or if you would like to request a personal video meeting, please do so. You can expect a reply from me within 48 hours.

### **Student engagement**

You are not required to log into our class at the same times each week (except for the set times of your group’s video meeting) but I expect you to **log in to our class regularly throughout each week** during the quarter. Be sure to subscribe to the All Class Discussions in order to stay informed. 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.**

**All written work** should follow norms for style and grammar—and this will affect your grade. 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. Regarding style matters, the links on Canvas state requirements, including:

- 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.
- See “Stuff about Papers” (on Canvas) regarding frequent copy editing errors.
- See the link to the “PT Style Sheet” for clarification about some Turabian matters.
- 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 / Canvas posts** 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. See the essay “Critical Reflection on Praxis” to understand my expectations.

In online posts, when 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 Discussion 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 Canvas page.

**Coursework Due Dates:** Each faculty member determines due dates for course work *within* the quarter, as well as policies regarding these due dates (such as points). For this course, many late assignments can receive partial credit. The following assignments can receive ½ credit if

submitted late, any time before the last day of the term; see specific parameters and follow Canvas directions to get credit

- Required Reading (Assignment #1)—any time before the last day of the term
- Required synchronous group meeting (Assignment #2)—watching video and submitting report within 1 week has no penalty; half credit can be earned by completing work by Week 11.
- Activities in your geography and journaling (Assignment #3)—any time before the last day of the term
- Autobiographical Reflective Essay (Assignment #5)—up to 2 weeks late
- Reflective Essay on Leadership Capacities (Assignment #6)—up to 2 weeks late
- Other assignments will not be accepted after the specified due dates.

The final paper and all qualifying late assignments 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 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.]

**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 even for an individual person
- 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](mailto:aic-chair@fuller.edu).

CLASS SCHEDULE – CHECK CANVAS FOR FINAL WORD**NOTE: The class week begins Monday morning and ends on Sunday at 11:55pm.**

<b>WEEK</b> Key topics being introduced	<b>READING ASSIGNMENTS</b> ( <u>Videos are listed on Canvas</u> ) All articles are in Hubbard digital collections unless noted on Canvas; the number of pages are provided to help student planning; <u>additional videos and articles are on Canvas</u>	<b>WRITING ASSIGNMENTS (#5–8)</b> (Other online exercises and Discussions are on Canvas)
<b>Week 1</b> <b>Intro to PT and God as Initiator</b>	Syllabus Branson essay: “Working as a Practical Theologian” (4) Branson video: PT Cycle Branson article: “Forming Church Forming Mission” (11) Branson & Warnes: Foreword, Orientation, & Chap 2 (23) Sedmak: Chap 1 (20)	Assignment 5: Autobiographical Essay— post by Friday noon to your Discussion group
<b>Week 2</b> <b>Critical Reflection &amp; Contexts</b>	Branson essay: “Critical Reflection on Praxis” (3) Branson & Martínez: Intro & Chap 1 (48) Branson & Roxburgh: Introduction and Chaps 1–2 (35)	Final draft of Autobiographical essay
<b>Week 3</b> <b>Engaging the Gospel</b>	Branson article: “Escaping a False Gospel” (4) Branson & Roxburgh: Chap 3 (13) Branson/Warnes: Chaps 1, 3–6 (87)	
<b>Week 4</b> <b>Context &amp; Ecclesiology &amp; Adaptive Work</b>	Branson & Martínez: Chaps 2–3 (37) Branson & Roxburgh: Intermezzo 1 & Chap 4 (20) Branson article: “Formal and Functional Ecclesiologies” Branson article: “Forming God’s People” (7) Heifetz/Laurie: “The Work of Leadership” (10)	
<b>Week 5</b> <b>Ecclesiology and Race</b>	Tisby: Chaps 1–7 (120)	Assignment 6: Reflective Leadership Essay—upload by Sunday 11:55 pm
<b>Week 6</b> <b>Leadership and Learning</b>	Branson & Roxburgh: Chap 5 (16) Senge: “The Leader’s New Work” (17) Argyris: “Teaching Smart People How to Learn” (13) Branson & Martínez: Chaps 4–8 (91)	
<b>Week 7</b> <b>Leadership, Alterity, &amp; Improv</b>	Branson & Roxburgh: Chap 6 Branson & Martínez: Chaps 9–11 (56) Lee: <i>Listening to the Neighbor</i> “Introduction”(16) Wimberly: Preface, Prologue, Chap 1 (40)	Assignment 7: Practical Theology Case Study (1–2 per group)—Thur 11:55 of your assigned week
<b>Week 8</b> <b>Practices for Churches</b>	Wimberly: Chaps 2–6 (102)	Assignment 7: see week 7
<b>Week 9</b> <b>Leadership, Gender, &amp; Systems</b>	Branson & Roxburgh: Chap 7 Ely/Meyerson: “Theories of Gender” (48) Fuller Website on Women & Ministry Branson & Warnes: Chaps 7–8 (39)	Assignment 7: see week 7
<b>Week 10</b> <b>Discernment &amp; Practices</b>	Branson & Roxburgh: Intermezzo 2, Chaps 8–9 (38) Branson/Warnes: Chaps 9–10 & Afterword (35)	
<b>Friday of Week 11/end of term</b>	Final day for assignments Submissions for late credit Some options for extra credit will be added	Assignment 8: Final paper & late assignments— Friday 11:55pm