

FE 445 Field Education Unit 4

Fall, 2017

To develop Christ-minded leaders who make a difference in the world.

INSTRUCTOR: Carol Potratz
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SCHEDULE: [See specific dates below.]

CREDITS: 1 [8 hours per week of work outside of class time]

PREREQUISITES: FE 444 – Unit 3 *or permission from the instructor.*

DESCRIPTION: This Field Education Experience is designed to advance the process of pastoral formation and preparation in the life of the student through intentional ministry experiences and theological reflection under the guidance of an approved ministry mentor and a spiritual director.

OBJECTIVES: Upon completion of this course, the student should:

1. more clearly understand their ministry gifts through their ministry context.
2. be able to bridge their theological studies with the praxis of ministry.
3. have honed their ability to practice theological reflection.
4. better understand bringing together emotional health and spirituality, due to Scazzero's book.

TEXTBOOK(S):

Scazzero, Peter. *The Emotionally Healthy Church*. Zondervan, 2003 OR

Scazzero, Peter. *Emotionally Healthy Spirituality*. Thomas Nelson, 2006.

Taylor Seminary. *Guide for Research and Writing (SBL style)*.

REQUIREMENTS:

1. **Field Education Experience:**
 - a. **Learning Covenant:** Students are to engage in a minimum of 8 hours per week of ministry during the semester according to the approved Field Education Learning Covenant. This document is the **key** to the value of FE in your experience. *It should be well thought through and discussed with your mentor.* Use the list of Practical Issues to insure you have covered the important experiences in your FE pursuit.
Due: Thursday, September 20th.

- a. **Monthly feedback Report: Due dates** (Thursdays):
October 18th, November 15th, December 6th. (10% total for all 3)
 - b. **Spiritual Advisor:** Students will meet with a spiritual advisor from Urban Sanctuary for at least six sessions during the semester. Each student is responsible for scheduling their own appointments – 2 in each: Sept., Oct., Nov. (*completed by Dec. 6th.*) (10%)
 - c. **Site visit** – Invite Director of Supervised Ministry to visit you “*in action*” at your ministry site. (*Invitation extended & date set-up by 10/04; visit completed prior to 12/6.*)
2. **Joint Class Meetings:** FE 442 – FE 446: Students meet four times during the semester. The meetings will be held at Taylor Seminary (*unless otherwise noted.*) Attendance at these meetings is part of your FINAL GRADE. **NOTE:** *If it becomes impossible for you to meet on any of these dates, you will need to make an appointment with me, Carol Potratz, to make alternative arrangements **BEFORE** you begin your alternative plans!*
- a. **First Joint Class Meeting**
Students will have complete orientation to Field Education (*light meal provided*), on either Tuesday, September 11th at 12 (noon) OR Thursday, September 13th at 5:00 PM.
 - b. **Second Joint Class Meeting**
Students will attend the Fall EP Wahl Conference, “*Into the Neighbourhood*” on Thursday, September 25th, OR Friday, September 26th, “*Faithful Presence.*” (We will meet together to discuss the experience.) More info to come—TBA!
 - c. **Third Joint Class Meeting**
Students will meet to discuss their Field Education Experiences (*over coffee & dessert*), as a group on either Tuesday, November 6th at 12 (noon) OR Thursday, November 1st at 5:00 PM.
 - d. **Fourth Joint Class Meeting**
Students will meet to *debrief* their Field Education Experiences (*light meal provided*), as a group on either Tuesday, December 4th at 12 (noon) OR Thursday, December 6th at 5:00 PM.
3. **Reflective Book Review:** Read your required text. For each of the reflective reviews you write, expect to produce 2-4 pages using the following structure:
- **An introductory paragraph** that answers two questions:
 - ▶ Who is the writer and what does he/she know?
 - ▶ What is the author talking about? (*This is the thesis of the book.*)
 - **“What does the author say about their thesis?”** - Series of three or four paragraphs answering this question.
 - **Is it true?** Write a paragraph assessing the effectiveness of the author’s case. (*Do you think the author has made a case for the thesis? Has the subject been established? Why or why not? Is anything important omitted? Is any of the evidence or any of the argument mishandled?*)

• **So what?** Write a paragraph evaluating the significance of what you have read. (*So, if it is true, what are the implications for you?*)

• **Now what?** (*What do you intend to do with your encounter with this book?*)

Due: Thursday, October 4th. (10%)

4. **Ministry Event Study** (MES): Choose an event from your ministry (or life in the church) that did not turn out well. Follow the process outlined in the Handbook provided with this syllabus.

Due: Thursday, November 22nd. (20%)

5. **Mentor's Exit Report:**

Due: Thursday, December 6th. (30%) Please find in the Handbook provided OR online.

HOW TO SUBMIT AN ASSIGNMENT:

Assignments should be emailed to carol.potratz@taylor-edu.ca before 11:59 pm on the day due to ensure you do not receive a late penalty. Do not submit a hard copy. When you email your assignment it is recommended that you request a read receipt to ensure that your assignment has been received. *You are responsible to ensure that the assignment is received.*

LATE PENALTIES:

Assignments automatically receive a 5% penalty for every day that they are late. Assignments late more than one week will receive 0%. (Weekends count as one day.) Extensions will not be granted **except in the case of a specific personal or medical crisis.**

EVALUATION:

Learning Covenant	10%
Monthly Feedback	10%
6 visits to Urban Sanctuary	10%
Joint Class Meetings	10%
Reflective Review – Scazzero	10%
Ministry Event Study (MES)	20%
<u>Mentor's Exit Evaluation</u>	<u>30%</u>
Total	100%

FINAL REMARKS:

Research Language.

You should employ acceptable research language for your paper which is not too informal yet reads inclusively. Avoid the use of gender specific language (e.g., Do not refer to “man” generically or to “mankind,” “men,” “he”; rather use “humankind,” “humanity,” “person,” etc.)

Plagiarism.

Academic honesty and integrity is essential to the academic enterprise and the Seminary community. All written work submitted *must* be your own. *Guidelines for Research Writing* defines plagiarism as the failure to give credit where credit is due: “To plagiarize is to give the impression that you have written something original which in fact you have borrowed from another without acknowledging that other person's work” (*Guidelines for Research Writing*, 2003, Rev 1.2; p. 11). If you borrow ideas or distinctive phrases, or include direct quotations in your written assignments, you must acknowledge your source(s) properly by in-text citation or footnote. It is also wrong to copy another person’s work or to submit an assignment previously handed in for credit in another course. **Students guilty of plagiarism will receive a grade of zero for the assignment and will be brought to the attention of the Seminary’s Academic Committee.**

Formatting.

All studies and papers should be typed and formatted according to the Society of Biblical Literature writing style as outlined in the Seminary’s *Guidelines for Research Writing in Religion & Theology (SBL)*. For the full stylesheet, please refer to Patrick H. Alexander, et al., ed., *The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies* (Grand Rapids: Hendrickson, 2009) which is in Reading Room.

Moodle.

Moodle Instructions: [There is NO Moodle web site related to this course.] ☺

BIBLIOGRAPHY:

Format:

Please use a proper cover sheet, one inch margins and a footer that includes your name, the course number and page numbers, and a bibliography.