

Course Schedule

Date		<i>Your text</i>	<i>Your text</i>	Assignment	Class Lectures and/or Discussions	Points
	Class Hour	Chapters	Chapters			
Week 1	1				Introduce Course, Syllabi, Assignments	
	2				Introduce students - Select student groups by interests.	
	3			Christian College, Christian Calling, Ch.1	Worldviews, Social Location, Self-interest and identity as decision-making tools (Professor Resources: <i>Made to Stick</i> , 186-191; See also Kinder, <i>A Primer on Decision-Making</i> , New York Free Press, 1994)	
Week 2	4			Students in-class writing and discussion exercise:	Introduce Wesleyan Quadrilateral - Scripture, Tradition, Reason, Experience - Exercise: Which of these categories really dominate your Christian experience? Give a specific example.	15
	5			Students in-class exercise Christian College/Calling Ch. 4.	Scripture – Grand Narratives – Jesus, Israel. - OT,NT - Genres	
	6			Student in-class exercise. Christian College/Calling Ch. 5.	Scripture – Ways of reading - Historical-critical - Narrative	
Week 3	7			Student in-class exercise	Scripture – Ways of reading - Devotional (lectio divina)	15

	8				Tradition – The Church - New Testament formulations	
	9			Christian College/Calling, Ch. 7.	Tradition – Denominations	
Week 4	10			Philip Jenkins Atlantic Monthly article.	Tradition – Global Christianity	
	11				Experience – Christian Worldviews/Grand Narratives -	
	12				Experience – Other worldviews/Grand Narratives	
Week 5	13			Christian College/Calling Ch. 8.	Reason – Systematic Theology/Philosophy – Doctrines	
	14				Reason - Science - Other disciplines - Students select specific readings for their interests.	75 75
	15			-	God at Work – Quadrant (For professors, Miller, Ch. 7) - Evangelism and Ethics Student Groups.	
Week 6	16				God at Work – Quadrant - Evangelism and Ethics Student Groups.	15
	17			Student Exercise	Student group work to prepare evaluation of the article they read on their area of vocational interest. - Which God at Work Quadrants does it address?	

					<ul style="list-style-type: none"> - What work conditions or activities does it focus on? - What is the significance of this article in light of the whole career or field? 	
	18				Study Day	
Week 7	19			-	Student presentations and response	
	20			-	Student presentations and response	
	21				Student presentations and response	15
Week 8	22			-	Mid-term: Wesleyan quadrilateral; God at work; readings.	
	23			Christian College/Calling Ch. 11	<p>Reason – DECIDE Method</p> <ul style="list-style-type: none"> - Explain in light of quadrilateral together the quadrilateral. - Student writing and response. What did they understand? What didn't they understand? Overall impression of how the model might be helpful. When might it not be helpful? 	
	24			-	Sexual Diversity – Jennifer Greiner's presentation as example of Practical Theology model used.	
Week 9	25				<p>Describe</p> <ul style="list-style-type: none"> - Explain how Wesleyan quadrilateral can be used. - Scripture: What passages have been used. - Tradition: How does your tradition deal with this social issue? Denominational websites. - Experience: Media portrayals, your experience. - Reason: Recent research in the area. 	100

	26				<p>Group work: Describe current social condition. Make a plan to describe condition during the next two days.</p> <ul style="list-style-type: none"> - Suggest Time, Newsweek, Online research sources (explain use of First Search, Proquest full-text). - Explain coding of movies, TV shows, music. – What specific dialogue or discussion of your social issue occurred? What specific actions related to your social condition occurred? What attitudes were conveyed by the dialogue and actions? Use at least three sources – i.e. three different popular TV shows, or a popular movie and two TV shows, or three popular movies as an example (This relates to experience). - Can also do a survey of the top hits on this topic on Youtube or another popular social networking site. Rate writing, actions portrayed and attitudes using at least 10 examples briefly. 	
	27			-	<p>Evaluate</p> <ul style="list-style-type: none"> - Explain how we use secular resources, mental models. Refer back to Jenn Greiner or Peter Yokota. - Explain how it relates to “reason” in Wesleyan quadrilateral. 	
Week 10	28			-	<p>Group work: Find to mental models that evaluate cause and effect and/or effective response to current social condition.</p> <ul style="list-style-type: none"> - Use online resources and find two mental models that attempt to explain cause and effect authoritatively. 	
	29				<p>Christian Resources:</p> <ul style="list-style-type: none"> - Use two narratives (NOT BIBLE VERSES, BUT A WHOLE NARRATIVE. For example, a parable, a 	<p>100 75</p>

					<p>Jesus, Abraham, David, Peter or Paul story) from the Bible or church history that provide different perspectives on this topic.</p> <ul style="list-style-type: none"> - It is more difficult, but you can use two different church doctrines. - Explain how it relates to what you presented in Scripture and tradition in Wesleyan quadrilateral. 	
	30			-	<p>Group work:</p> <ul style="list-style-type: none"> - Select the narratives, church history, or doctrines together. - Read them. - Discuss how they relate to the social condition, have someone write it up. 	
Week 11	31			First Draft of Group Papers Due	Student Presentations and Response	75 10
	32			-	Student Presentations and Response	75 10
	33			-	Student Presentations and Response	75 10
Week 12	34				<p>Integrate/Inform</p> <ul style="list-style-type: none"> - Explain Barbour's four questions. - Independent, Conflict, Dialogue, Integrate. - Emphasize that students are doing a specific comparison of the mental models and the Bible passages or theology. - Explain how this activity provides a way to make quadrilateral components interact. 	
	35				<p>Student group work:</p> <ul style="list-style-type: none"> - Group discussion of these four categories with someone 	75

					<p>recording.</p> <ul style="list-style-type: none"> - Professor is active in determining that they are comparing the right things i.e. mental models and Christian resources. 	
	36			Christian College/Calling Ch. 10	<p>Develop a new action (For professors, Cahalan, Pg. 1-29)</p> <ul style="list-style-type: none"> - Explain the concepts immediate, intermediate, long term impact. - Explain that their projects need to focus on an immediate impact that will be consistent with a long term impact. Impact is what you hope will occur for the persons being affected by the social condition. - Differentiate between objectives of an activity and desired impact. - Explain resources: What resources do they currently have to make this doable – realistic time assessment, small groups, churches, etc where they have social capital, access to facilities or partnerships. They must make an activity that matches their resources. - Explain what an activity is, including raising awareness among potential volunteers or among those impacted by the social condition. - Explain activity objectives. 	
Week 13	37			-	<p>Small group work:</p> <ul style="list-style-type: none"> - Develop desired impact. - Evaluate resources. - Determine activity and objective. 	
	38				<p>Small group work:</p> <ul style="list-style-type: none"> - Discuss your groups new action in terms of these categories with another group. - Get feedback from another group about what is unclear, unfeasible, etc. 	

	39			-	Thanksgiving break	
Week 14	40				Thanksgiving break	
	41			Submit final draft of group paper.	Student presentations and feedback: <ul style="list-style-type: none"> - Briefly summarize steps 1-3, - Explain step four and how it lead you to new activity. - Describe new activity. 	
	42				Student presentations and feedback: <ul style="list-style-type: none"> - Briefly summarize steps 1-3, - Explain step four and how it lead you to new activity. Describe new activity.	
Week 15	43			-	Student presentations and feedback: <ul style="list-style-type: none"> - Briefly summarize steps 1-3, - Explain step four and how it lead you to new activity. Describe new activity.	
	44			-	Student presentations and feedback: <ul style="list-style-type: none"> - Briefly summarize steps 1-3, - Explain step four and how it lead you to new activity. Describe new activity.	
	45			Christian College, Christian Calling Ch. 12.	Use student materials to summarize course content.	
	Final Exam					