

Personal Calling and Social Conscience

Values & Vocation Seminar Section 3

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Course Description and Objectives

This course is designed and structured to provide students with an opportunity to explore; through experiential learning, self analysis, reading and classroom instruction, the psychological, theological, and sociological dimensions of vocational discernment as it relates to citizenship and social responsibility.

Drawing widely on insights from service learning, scripture, psychology, theology and story, we will explore the relationship between personal calling and social conscience, examining the criteria for distinguishing between the authentic voice of our calling and other distracting, competing, counterfeit voices found both within ourselves and in our culture.

Participants will have an opportunity to explore the meaning of calling as it relates to values integral to the essence of their individual personality type and the implications personality type has to questions of authenticity, passion, talent, suffering, social justice, and human service.

Course Objectives

1. Enable each student to be comfortable with their individuality and the accompanying values that are peculiar to their personalities and inform their vocation.
2. To move beyond decision making based totally on individualism and move toward the common good.
3. Develop ones professional image and presentation skills

Learning Outcomes

As a result of this class, students will be better able to:

1. Speak confidently about their values based on an acceptance of their personality type and their primary objectives in life.

2. Make decision about vocation related to their core values and an understanding about how their personality informs their vocation.

3. Function efficiently and effectively in a professional urban world because they have taken steps of risk in their the transition from the identity of student to the identity of professional.

Required Readings

Ken Beller and Heather Chase, Great Peacemakers (LTS Press)

Michael Goldberg, Nine Ways of Working (Marlowe & Company)

John Neafsey, A Sacred Voice is Calling: Personal Vocation and Social Conscience (Maryknoll, NY: Orbis Books, 2006).

Jim Wallis, Rediscovering Values: (Howard Books)

Course Requirements

- *Community Service learning project*: Class members will research, design and implement a student directed Service Learning Project (SLP). Using the book, Great Peacemakers, each student will identify three or more leaders or issues with which they personally identify or connect and share values. The first day of class, will be used to assess the collective and individual interests of students and connect students with common interests. Students will work in teams of three to implement a service learning project. Following the structure and process outlined in the Service-Learning Guide and Journal, the team of three will research, design and implement a service learning project. One member of the team will be designated as team leader for research, one member team leader for design and one member as team leader for implementation of a 20-30 hour Student Learning Project (see class schedule). **30 points**.
- *Attendance & Participation*: Because of the personal and experiential nature of the learning process for this class, and the rich potential for learning from the insights and experiences of others, class members are expected to attend all class sessions for the entire class period. Being here, on time, and participating is an essential part of work for this class. There are a total of 12 scheduled class sessions (10 for Briar Cliff University students) during the semester. Attendance will count **10 points** towards the final grade (1 class session can be missed with permission without penalty; Briar Cliff students must attend 9 out of 10 classes to get full credit). Verbal participation, asking relevant questions, making comments or sharing insights or personal examples that contribute to class discussions, will count for a total of **20 points** toward the final grade. Attendance & participation will together count for a total of **30 points** toward the final grade.
- *Preparation*: Class members are expected to prepare for class by reading all assigned readings prior to each class meeting (see *Course Schedule*). Please bring all readings to class with you so that we can refer to them in class.

- *Weekly Reflection Papers:* Most weeks, two reflection papers will be required to help you prepare for class by reflecting on the readings for the coming week and applying insights from them to your own life experience. The point of these papers is to integrate the assigned readings with life experience and calling. These are to be handed in at the beginning of class on the date they are due (*see Course Schedule*). *Do not email papers to the instructor. Only hard copies of papers will be accepted.* There are 10 assigned dates for the two reflection papers, but only 9 of these papers will be counted toward your grade. The lowest point paper will be dropped. Each paper is worth **5 points**, counting for a total of **90 points** toward the final grade. Reflection Papers will be graded as follows:

5 points = Good Work (evidence of both thoughtful reflection on readings and thoughtful personal application of ideas and insights from readings to one's own life, good quality writing)

3 or 4 points = Needs Work (less evidence of scholarly thinking or deeper personal reflection, problems with sentence structure, grammar, organization & clarity of writing, typos)

0 points = Not Handed In

Late = 1 point per week deducted for one day late papers. No papers will be accepted after one day.

Reflection Papers on the Neafsey text should follow the following structure:

They should consist of *three* solid paragraphs (3-5 sentences per paragraph) and should be typed, double-spaced.

- In your first paragraph, summarize the central concern or theme of the required reading, e.g., "The central concern of the author is"
- In your second paragraph, focus in on a particular insight or passage that sparked your interest, e.g., "The idea/passage that most sparked my interest is...." What is it about this idea or passage that struck you? Why? Make sure to correctly identify the author e.g., is the passage from the author of the book (Neafsey) or is it a quotation from another author?
- In your final paragraph, make a personal connection between an issue or insight from the reading and your own life experience. Apply the theme or issue to your search for a sense of life direction or purpose. Be specific and personal.

Reflection paper on the Goldberg text should follow the following structure:

This paper should also be three paragraphs...

- Paragraph one: what is the essence of the personality type being discussed?
- Paragraph two: where have you experienced this personality type in someone you know, like a family member, acquaintance, teacher, friend etc., describe an experience which demonstrates the display of the personality type.
- Paragraph three should be the longest of this reflection paper: How important is this pattern in your daily life or way of living, where and in what circumstances does the pattern manifest itself most clearly and in what spheres is it obviously absent, how much power does the pattern have i.e., does it dominate your ability

to choose, do you manage it easily, or is it a weak influence on you? Give a real life experience example.

Class Presentation: Each Service Learning team is required to do a class presentation related to their Project. Your presentation should include an overview of research and what you discovered, design of the project, and implementation of the project and finally what you learned as a result of the project. The presentation will count **20 points** toward your final grade. You will be required, as a team, to do an evaluation and assessment of you presentation and to hand in a 1 page, typed *Summary/Critique* of your presentation the week following your presentation (should include a brief summary of your presentation, what you think went well, & what you think you could have improved). Presentations should be 12-15 minutes in length (not much more or less) and should include the following:

- The service learning project’s mission
 - What you have learned from being involved with the project
 - How the project ties in with the class sessions and reading materials
 - Apply insights from the service learning project to an issue or question related to discernment of your personal calling using specific examples or stories from your own life experience.
 - Make sure to address both the *personal* and *social* dimensions of your topic (i.e., not just personal fulfillment but relevance to the common good, justice, service, etc.).
- *Final Exam: 20 points*

Office Hours: I will generally be available each week after class. Feel free to check in with me if there is something you wish to discuss. If you are unable to talk after class, or if you need to reach me at another time, call or email me, and I will do my best to arrange an appointment at a mutually convenient time. All grading issues and feedback on papers must be discussed *in person*. Do not email papers or leave them anywhere else.

- *Classroom Behavior:* Appropriate & respectful behavior is expected at all times. Behavior that distracts other students or the instructor from the learning process will result, at the minimum, in deduction of participation and attendance points.
- *Academic Integrity:* Students are, of course, expected to adhere to the highest standards of honesty and academic integrity in their work. Any findings of dishonest academic behavior will be reported to Chicago Semester administrative staff, and may result in an “F” for the course.

Grading

- Relative percentages of the final grade will be weighted as follows:

<i>Service learning project</i>	30 points
<i>Attendance</i>	10 points

<i>Class leadership</i>	30 points
<i>Reflection Paper #1</i>	45 points
<i>Reflection Paper #2</i>	45 points
<i>Class Presentation</i>	20 points
<i>Final exam</i>	<u>20 points</u>

Total = 200 points

Grading Scale

The final course grade is the letter grade corresponding to the numerical value of all grades received throughout the course, adjusting each for their percentage weight, according to the scale below:

- A = 185 or higher***
- B = 165 - 184***
- C = 145 - 164***
- D = 125 - 144***
- F = 124 or below***

Class Schedule

<i>Date</i>	<i>Topic/Readings</i>
Week 1 Feb. 10	Personal Vocation & Social Conscience <i>Readings:</i> 1) Neafsey, Preface & Ch. 1 (ix-18) 2) Beller and Chase, The entire book 3) Goldberg, Introduction (1-20) 4) Wallis: Asking the wrong questions

**Reflection Papers #'s 1&1-A*

Service learning project:

Teams will meet to outline the process and define the mission of their

service learning project. The goals should focus on what you need to know about the focus of your project and what research needs to be done in the following week and who is going to do each piece of research.

Week 2 The Voice

Feb. 17

Readings:

- 1) Neafsey, Ch. 2 (19-35)
- 2) Goldberg, Chapter one: *The Perfectionist*
- 3) Wallis, What were we thinking

**Reflection Papers #2&2A*

Service learning project:

Teams will meet to outline a plan of action for their service learning project

Week 3 Discernment: The Inner Compass of the Heart

Feb. 24

Readings:

- 1) Neafsey, Ch. 3, (36-50)
- 2) Goldberg, Ch. 2: The Helper
- 3) Wallis, How we got here

**Reflection Papers # 3&3A*

Journal pp.22-23

Week 4 Authenticity: To Live as Though the Truth Were True

March 3

Readings:

- 1) Neafsey, Ch. 4 (51-70)
- 2) Goldberg, Ch. 3: The Producer
- 3) Wallis, What we got ourselves into

**Reflection Paper # 4&4A*

Week 5 Passion and Compassion: The Heart's Calling

March 10

Readings:

- 1) Neafsey, Ch. 5, (71-88)
- 2) Goldberg, Ch. 4: The Connoisseur
- 3) Wallis, The way out

**Reflection Papers # 5&5A*

Week 6 Vision: The Quest for a Worthy Dream

March 17 *Readings:*
1) Neafsey, Ch. 6, (89-108)
2) Goldberg, Ch5: The Sage
3) Wallis, New habits of the heart

**Reflection Papers # 6&6A*

Week 7 Suffering: The Call of the Wounded Healer

March 24 *Readings:*
1) Neafsey, Ch. 7, (109-130)
2) Goldberg, Ch. 6: The Troubleshooter
3) Wallis, Recovering “the commons”

**Reflection Papers # 7&7A*

Week 8 Conscience: The Morality of the Heart

March 31 *Readings:*
1) Neafsey, Ch. 8, (131-145)
2) Goldberg, Ch 7: The Visionary
3) Wallis, Changing the script

**Reflection Papers # 8&8A*

Week 9 Social Conscience: Awakening From the Sleep of Inhumanity

April 87 *Readings:*
1) Neafsey, Ch. 9 (146-177)
2) Goldberg, Ch. 8: The Top Dog
3) Wallis, Notes from the next generation

**Reflection Papers # 9&9A*

Week 10 Conclusion: A Still and Quiet Conscience

April 21 *Readings:*
1) Neafsey, Ch. 10, (161-177)
2) Goldberg, Ch. 9: The Mediator

**Reflection Papers # 10&10A*

Implementation of service learning project should be completed by this date

Week 11 Presentations of Service Learning Projects

April 28

Week 12

May 5

Final Exam