

# ***Personal Calling and Social Conscience***

## **Values & Vocation Seminar Section 2**

**Fall 2007**

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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.

### ***Required Readings***

Paulo Coelho, The Alchemist (Harper Collins)

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).

Robert Schoenfeld, Service-Learning Guide and Journal

### ***Course Requirements***

- *Service learning project:* Each class member will research, design and implement a student directed Service Learning Project (SLP). The project should be connected to the internship requiring students to immediately meet with their supervisors and negotiate the service learning assignment. Every attempt should be made to have the assignment fit with the values of the internship site and its understanding of its public and civic role in society. Where possible the SLP should be conducted in the name of the internship site. Students will implement the 20-30 hour SLP following the structure and process outlined in the Service-Learning Guide and Journal, **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 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 late papers*

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 class member is required to do a class presentation related to their SLP. Your presentation will count **20 points** toward your final grade. You will be required 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 7-8 minutes in length (not much more or less) and should follow the following structure:
    - 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: 30 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 Participation</i>	20 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>30 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>
<b>Week 1</b>	<b>Personal Vocation &amp; Social Conscience</b> <i>Readings:</i> 1) Neafsey, Preface & Ch. 1 (ix-18) 2) <u>Alchemist</u> 3) Goldberg, Introduction (1-20)
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Feb. 13	<i>*Reflection Papers #'s 1&amp;1-A</i> <i>Service learning project:</i> <i>Students should have met with their internship supervisor and defined a service learning project.</i> <i>Journal pp. 18-19</i>
<b>Week 2</b>	<b>The Voice</b> <i>Readings:</i> 1) Neafsey, Ch. 2 (19-35) 2) Goldberg, Chapter one: <i>The Perfectionist</i>
Feb. 20	<i>*Reflection Papers #2&amp;2A</i> <i>Service learning project:</i> <i>Journal pp. 14-17, 20-21</i>
<b>Week 3</b>	<b>Discernment: The Inner Compass of the Heart</b> <i>Readings:</i> 1) Neafsey, Ch. 3, (36-50) 2) Goldberg, Ch. 2: The Helper
Feb. 27	<i>*Reflection Papers # 3&amp;3A</i> <i>Journal pp.22-23</i>
<b>Week 4</b>	<b>Authenticity: To Live as Though the Truth Were True</b> <i>Readings:</i> 1) Neafsey, Ch. 4 (51-70) 2) Goldberg, Ch. 3: The Producer
March 5	<i>*Reflection Paper # 4&amp;4A</i> <i>Journal pp. 24-25</i>
<b>Week 5</b>	<b>Passion and Compassion: The Heart's Calling</b>

*Readings:*

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

March 12      *\*Reflection Papers # 5&5A*  
*Journal pp, 26-27*

**Week 6      Vision: The Quest for a Worthy Dream**

*Readings:*

- 1) Neafsey, Ch. 6, (89-108)
- 2) Goldberg, Ch5: The Sage

March 19      *\*Reflection Papers # 6&6A*  
*Journal 28-29*

**Week 7      Suffering: The Call of the Wounded Healer**

*Readings:*

- 1) Neafsey, Ch. 7, (109-130)
- 2) Goldberg, Ch. 6: The Troubleshooter

March 26      *\*Reflection Papers # 7&7A*  
*Journal pp. 30-31*

**Week 8      Conscience: The Morality of the Heart**

*Readings:*

- 1) Neafsey, Ch. 8, (131-145)
- 2) Goldberg, Ch 7: The Visionary

April 2      *\*Reflection Papers # 8&8A*  
*Journal pp. 32-33*

**Week 9      Social Conscience: Awakening From the Sleep of Inhumanity**

*Readings:*

- 1) Neafsey, Ch. 9 (146-177)
- 2) Goldberg, Ch. 8: The Top Dog

April 9      *\*Reflection Papers # 9&9A*  
*Journal pp. 34-35*

**Week 10      No class – time to work on the SLP**

**Week 11**      **Conclusion: A Still and Quiet Conscience**  
April 23

*Readings:*

1) Neafsey, Ch. 10, (161-177)

2) Goldberg, Ch. 9: The Mediator

*\*Reflection Papers # 10&10A*

*Journal pp. 36-37*

**Week 12**

April 30      **Oral Presentations**

*Oral Presentations*

*Journal pp. 40-42, 46-47*

**Week 13**

May 7      *Oral Presentations*  
*Final exam*