MNST 5130: Leading and Teaching

North Park Theological Seminary

Spring 2027, 3 credit hours

DRAFT

INSTRUCTOR INFORMATION:

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COURSE DESCRIPTION:

This course examines leading and teaching in the Church from the vantage point of wholistic well-being and liberative pedagogy. In this course students will explore trauma and healing, and sabbath as they relate to healthy leadership and liberative pedagogy and holistic formation as they relate to teaching and Christian formation. Additionally, students will be encouraged to explore and develop systems of care that will strengthen their leadership and guard against burnout.

COURSE OBJECTIVES:

Upon completion of this course, participants should be able to:

1. Develop a ministerial identity committed to caring for spiritual formation of the self, individuals, and communities.
2. Explore the foundations and practices of sabbath.
3. Develop a ministry plan that captures learning from the pedagogical readings for practical use in the student's ministry setting.
4. Express a vision and growing capacity to engage leadership skills, education practices, and wellbeing in pursuit of God's mission.

We will work towards the Seminary Learning Outcomes of:

- Demonstrate a growing and theologically grounded sense of vocational identity in God's mission.
- Embody a ministerial identity committed to caring for the spiritual formation of the self, individuals, and communities.
- Demonstrate vision and growing capacity to excel in leadership for God's mission.

- Engage diversity and exhibit growth towards inter-cultural competence for ministry reflective of God's global redemptive work.

REQUIRED TEXTS:

BOOKS:

Brueggemann, Walter. 2014. *Sabbath as Resistance: Saying No to the Culture of Now*. Louisville KY: Westminster John Knox.

Freire, Paulo. 1970. *Pedagogy of the Oppressed*. New York, London and Oxford: Bloomsbury Academic.

Heschel, Abraham J. 1951. *The Sabbath*. New York NY: Farrar, Straus and Giroux Press.

Hooks, bell. 1994. *Teaching to Transgress: Education as the Practice of Freedom*. New York and London: Routledge.

Menakem, Resmaa. 2017. *My Grandmother's Hands: Racialized Trauma and the Pathways to Mending Our Hearts and Bodies*. Las Vegas, NV: Central Recovery Press.

ASSIGNMENTS: (Numbers represent total possible points)

Syllabus Quiz (6): This quiz serves as proof that you have read and understood the syllabus. You should review the syllabus ahead of the first week and email me with any questions you have. The quiz will be posted on the Monday of the second week of class and is due by that Friday.

Weekly Response Papers (13): Each week there is a weekly paper assigned. You are required to submit at least eight (5) papers over the course of the semester. You have the option to submit a ninth, which will count as extra credit. **You may submit no more than 6 papers total.**

Response papers should include the following components: 1) a brief summary of the reading (this should be no more than one paragraph); 2) a critical reflection on the key concepts from the reading (this will make up the bulk of the paper); and 3) a conclusion where you briefly discuss practical applications from the reading (no more than one paragraph, can be a single sentence).

Papers are to be no more than TWO pages, typed, double-spaced, and must be uploaded to Canvas by **start** of class of each week.

Grading scale for Weekly Papers:
3 = **Superior work**. This mark applies to exceptional work, the quality achieved through excellence of performance, not merely the fulfillment of the course requirements.

2 = **Above average**. This mark applies to meritorious work, definitely above average, applied to

more than the fulfillment of the requirement.

1 = **Requirement met**

Mindful Practice Log (15): Three times a week you will practice some of the exercises that Menakem offers in his book. You may also incorporate other mindfulness practices that you may already be doing (such as yoga for example). As you engage with these practices you will keep a log of what you experience doing them.

Your Mindful Practice Log is due at the end of the semester.. However, I **strongly recommend** updating them weekly. To assist you with this there will be several times throughout the semester where you will be asked to upload your log in its current form.

Wellness Journal (10): Throughout this course, you will keep a **daily** wellness journal. This journal is meant to serve you and as such you will have freedom in how you wish to format it. You may use it as a tracker to track things such as your mood, ways that you practiced mindfulness each day, etc. Or you may wish to do more long-form journaling. Examples will be provided at the start of the class and you will be encouraged to explore different ways of journaling throughout the course of the semester.

I want these journals to be of practical use to you during the semester and understand that privacy is important if that is to be the case. To this end, at the end of the semester, you will select a sample of five entries that you are comfortable sharing to scan and upload to Canvas. I will only read those five entries. You will also upload a List of Entries where you indicate the dates for which you completed a wellness journal entry. **At the end of the semester, you should have about 50-60 separate daily entries**, and this should be reflected in your List of Entries.

Lead a Class Group Discussion (24): In the second part of the class you will have an opportunity to lead a class discussion on a topic of your choice. This assignment will require you to create an outline where you detail your plan for leading the discussion. Your outline is due at the start of class on the day you present and will account for 4 of the total 24 possible points for this assignment. You will have 10 minutes to lead the discussion followed by 5 ministers of feedback from your colleagues.

Final Paper (32): Drawing largely on the readings on pedagogy by hooks and Freire, you will write a paper detailing your thoughts on the role of education in the project of liberation. Some questions to explore in this paper are: what role has education played in your own formation and what practical ways might you employ a liberative pedagogy in your ministry context?

Length 1000-1800 words

GRADING SCALE AND RATIONALE:

Grades will be issued shortly after the conclusion of the term and posted on WebAdvisor. If you have access to your personal North Park account you will be able to access grades via WebAdvisor at the conclusion of the term. If you do not have access to your personal account your grades will be reported to you at the close of the term. The grading scale is as follows (cf Academic Handbook):

Total Points Earned:	Final Grade:
95- 100	A
94- 90	A-
89- 87	B+
86- 84	B
83-80	B-
79- 77	C+
76- 74	C
73- 70	C-
69- 67	D
66 and below	F

DESCRIPTION OF GRADES:
A: Superior work (A = 95–100; A- = 94- 90)
This grade applies to exceptional work, the quality achieved through excellence of performance, not merely the fulfillment of the course requirements.
B: Above average (B+ = 89- 87; B = 86- 84; B- = 83- 80)
This grade applies to meritorious work, definitely above average, applied to more than the fulfillment of requirements.
C: Average (C+ = 79- 77; C = 76- 74; C – = 73- 70)
This grade applies to average work that still fulfills the course requirements.
D: Unsatisfactory (D =69- 67)
This grade, while indicating the student has completed a course, is to be understood as reflecting below-average work. Coursework receiving this grade will not be counted toward a degree.
F: Failure (67 and below)

FACULTY EXPECTATIONS: GUIDELINES AND PROCEDURES

Guidelines for Written Work: All typed work must be double-spaced using either **Arial or Calibri** 12-point font. Handwritten work must be neat and legible and must stay within the margins of the page. Work must be submitted on time.

Writing Quality Policy: It is very important that you submit a reviewed, edited version of all written assignments. If in the process of grading your written work, I have to make 10 or more

grammatical corrections (this includes typos) on a single page, I will automatically deduct 5 points. I strongly encourage you to have someone else proofread your written work before you submit it.

Lastly, I encourage you to read the seminary's inclusive language policy which can be found in the Student Writing Handbook.

Late Work Policy:
Late assignments **will not be accepted** unless you have communicated with me **in advance** and I have given you an extension. Requests for an extension must be made no less than **24 hours** before an assignment is due. **Except in the case of extremely extenuating circumstances, there will be no extensions given for the Weekly Papers**.

ACADEMIC HONEST

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating will receive a failing grade on the assignment and are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the internet.
2. Copying another's answers on an examination.
3. Deliberately allowing another to copy one's answers or work.
4. Signing an attendance roster for another who is not present.

For additional information, see the Seminary Academic Catalog, pp. 25–27.

ACCOMMODATIONS

Your experience in this class is important to me. North Park is committed to creating inclusive and accessible learning environments consistent with federal and state law. If you have already established your accommodations, please share your accommodation letter with me so we can discuss how your accommodations will be implemented in this course. If you have not yet established services and have a temporary health condition or permanent disability that requires accommodations, please email the Disability Access Specialist or contact by phone (773-244-5737). Student Engagement facilitates the interactive process that establishes reasonable accommodations.

TITLE IX

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Title IX Coordinator (773-244-6276 or TitleIX@northpark.edu) for information about reporting, campus resources and support services, including confidential counseling services.

As members of the North Park faculty, we are concerned about the well-being and development of our students, and are available to discuss any concerns. Faculty are legally obligated to share information with the University's Title IX coordinator in certain situations to help ensure that the student's safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking.

Please refer to North Park's Safe Community site for reporting, contact information and further details.

INCOMPLETE GRADES

If, due to extenuating circumstances (specifically, pregnancy, illness, personal and family issues, military assignment, etc.), a student anticipates they will be unable to complete course work within the allotted time, that student may request a grade of incomplete from the course instructor before the last week of class clearly stating the reason(s) for this request. Over-scheduling and/or lack of self-discipline are not considered extenuating circumstances. If the request is timely and meets the criteria, the student and instructor will submit the incomplete grade form and the grade for that class will be listed as "I" until the last day of the following semester. If coursework is not submitted by the last day of the following semester the listing of "I" will automatically be changed to "F." For the full policy, see page 15 of the Seminary Academic Catalog.

COURSE SCHEDULE (DRAFT AND SUBJECT TO CHANGE)

Calendar of Due Date	**Reading** (Date is when reading should be completed)	**Assignments Due**
Week 1		
	Review syllabus	
Week 2		

Calendar of Due Date	**Reading** (Date is when reading should be completed)	**Assignments Due**
	Menakem (ix-xvii, ch 1- ch 4)	Syllabus Quiz Weekly Response Paper 1 (Mindful Practice Log Entry)
Week 3		
	Menakem (ch 5- ch 9)	Weekly Response Paper 2 (Mindful Practice Log Entry)
Week 4		
	Menakem (ch 10 - ch 14)	Weekly Response Paper 3 (Mindful Practice Log Entry)
Week 5		
	Menakem (ch 15 - ch 17)	Weekly Response Paper 4 (Mindful Practice Log Entry)
Week 6		
	Menakem (part 3)	Weekly Response Paper 5 (Mindful Practice Log Entry)
Week 7		
	Brueggemann	Weekly Response Paper 6 (Mindful Practice Log Entry)
Week 8		
	Heschel	Weekly Response Paper 7 (Mindful Practice Log Entry)
Week 9		
	No Class	Reading Week
Week 10		

Calendar of Due Date	**Reading** (Date is when reading should be completed)	**Assignments Due**
Week 11	Freire (ch 1-2)	Weekly Response Paper 8 (Mindful Practice Log Entry) Start of Presentations
	Freire (ch 3)	Weekly Response Paper 9 (Mindful Practice Log Entry)
Week 12		
	Freire (ch 4)	Weekly Response Paper 10 (Mindful Practice Log Entry)
Week 13		
	hooks (ch 1 - ch 4)	Weekly Response Paper 11 (Mindful Practice Log Entry)
Week 14		
	hooks (ch 5 - ch 8)	Weekly Response Paper 12 (Mindful Practice Log Entry)
Week 15		
	hooks (ch 9 - ch 12)	Weekly Response Paper 13; **journals due**
Week 16		
	Class TBD	**Mindful Practice Log Due, Final Papers Due**