



BIBM 491
Senior Capstone Experience

Fall
2011

Abilene Christian University
Department of Bible, Missions, and Ministry
Course Syllabus—3 Credit Hours

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TIME & LOCATION OF COURSE

Biblical Studies Building Room 219
Tuesday / Thursday
8:00am – 9:20am

OFFICE HOURS

T, R 1pm-4:30pm

MISSION OF ACU

To educate students for Christian service and leadership throughout the world.

MISSION OF THE COLLEGE OF BIBLICAL STUDIES

To provide leadership preparation and resources for effective worldwide ministry in the cause of Christ.

MISSION OF THE DEPARTMENT OF BIBLE, MISSIONS, AND MINISTRY

To provide preparation for congregational leadership through biblical and theological studies and Christian spiritual formation for effective worldwide ministry in the cause of Christ.

COURSE DESCRIPTION

This course is the final segment of a three-stage approach for training upper-level majors in the Department of Bible, Missions, and Ministry. It is preceded by BIBM 391, *Introduction to Missions and Ministry (Ministry in Context)*, and BIBM 396, *Field Education*. The course creates a context for practicing theological reflection on ministry, critical thinking, understanding the minister or missionary as servant and leader, and adding skills for future service.

COURSE GOALS

The goal of this course is to develop reflective practitioners of missions and ministry, regardless of vocation. As a result of this course students will gain confidence in their ability to respond reflectively and theologically to ministry situations, conduct original research, articulate a plan for future Christian service, and they will practice habits that contribute to a healthy relationship with God and healthy relationships with fellow disciples.

REQUIRED TEXTS

Evans, Rachel Held. 2010. *Evolving in Monkey Town*. Grand Rapids, MI: Zondervan.

Nouwen, Henri J. 1992. *In the Name of Jesus: Reflections on Christian Leadership*. New York, NY: The Crossroad Publishing Company.

Smith, Gordon T. 1999. *Courage and Calling: Embracing your God-given Potential*. Downers Grove, IL: InterVarsity Press.

COURSE COMPETENCIES AND MEASUREMENT

COMPETENCIES	MEASUREMENT
1. Learners will apply theological reflection and critical thinking to everyday living and ministry contexts.	a. Prepare a 5 to 7-minute Internship Podcast Report on your internship experience with emphasis on personal learning and growth. (10%) b. Write an 80 to 100-line case study reflection on a critical incident emerging from field education that articulates the issues of that experience. (15%) c. Attend a Summit lecture by Rachel Held Evans comparing and contrasting her book and her presentation. In addition, write five engaging interview-style questions for Evans demonstrating theological and critical thought. (10%)
2. Learners will conduct original research on an aspect of missions and ministry.	Write a 3,000 – 4,000 word article (8 to 11 pages) based on an area of inquiry in your intended profession. (25%)
3. Learners will articulate a plan for future Christian service.	Write a 3 to 4 page vocation plan reflection that outlines how you intend to live out your Christian calling. (15%)

SUMMARY OF ASSIGNMENTS

1. Field Education Forms	1 Sep (R)	(05%)
2. Internship Podcast Report	1 Sep (R)	(15%)
3. Case Study Critical Reflection	8 Sep (R)	(20%)
4. Summit Interview Questions	22 Sep (R)	(10%)
5. Research Article Due	17 Nov (R)	(25%)
6. Vocation Plan	13 Dec. (T)	(15%)
7. Participation	Ongoing	(10%)

ASSIGNMENT DESCRIPTIONS AND DUE DATES

1. Field Education Forms (05%)

Due: 1 Sep.

Forms from the Field Education Manual should be completed and submitted to the Director of Field Education or Missions Supervisor by Thursday 1 September. Forms submitted after this date will be subject to a reduction in grade.

2. Internship Podcast Report (15%)

Due: 1 Sep.

Prepare a 5 to 7-minute report on your internship experience (around 2 single spaced pages). The emphasis of your presentation should be on your personal learning and growth during the internship. Use your time strategically to answer the following questions:

- a. What surprised you?
- b. What experience was most memorable?
- c. What did you learn?
 - 1) about working with others in ministry, including staff, missionaries, chaplains, patients, interns, church members, or people in general?
 - 3) about yourself?
 - 4) about God?

This audio recording can be created in the Learning Studio, with your own computer (using recording software such as GarageBand), or on a mobile device (using software such as Voice Memos). Once created, the file should be submitted to the course Blackboard site in the area labeled "Internship Podcasts." The name of the file should be labeled with the word "Internship" followed by your last name. For example, "InternshipHeflin."

Due: 5 Sep.

Once the podcasts have been submitted, listen to three podcasts by your peers and comment on each of their Blackboard threads with these thoughts to guide you:

How was your internships similar or different? What about your friend's experience would have also challenged you? What lessons can you glean from their experience that would bless your future service?

3. Case Study Critical Reflection (20%)

Due: 8 Sep.

Write an 80 to 100-line case study reflection on a critical incident emerging from your field education. Critical does not necessarily mean emergency but can include issues of crisis, theological uncertainty, or relational conflict. Those students whose cases are selected for discussion in class will be required to meet with the instructor about their case. The purpose of this meeting will be to make any necessary edits or revisions prior to sharing the case in class.

Purpose of Project: to practice theological reflection and critical thinking about ministry.

4. Summit Interview Questions (10%)

Due: 22 Sep.

After reading Rachel Held Evans' *Evolving in Monkey Town* and attending one of Evans' Summit presentations, write a 1-page single spaced comparison between her book and her presentation. At the conclusion of your paper, create five interview-style questions that you would like to ask Evans. What questions emerge from her comments that need clarification? What questions could you ask that would continue the conversation in new ways?

Purpose of Project: to practice critical thinking, theological reflection, and good interviewing as you process the content of the speaker.

5. Independent Research Article (25%)

Due: 17 Nov.

The Independent Research Article is a 3,000 to 4,000 word (8 to 11 page) paper based on an area of inquiry in your intended profession. It is to be created and submitted as though you were submitting it for publication in a journal. Considering your personal interests and future ministry/mission plans, create one or more research questions to guide your project. Once you've identified the question(s) to answer, proceed to search for what others have said in the literature. As you learn from others' ideas, remember that your article should be more than a synopsis of what others have said. It should also incorporate your own perspectives and recommendations for answering the research question(s) and proposing any solutions that might help your peers in missions and ministry. **Purpose of Project:** to pursue a subject of relevance to ministry and practice writing for publication.

6. Vocation Plan (15%)

Due: 6 Dec.

After reading Smith's *Courage and Calling*, write a 3 to 4 page paper reflecting briefly on both your personal calling and perceived communal calling, then focus the majority of the paper on your vision for living the Christ-life. How do your perceptions of personal giftedness match the area of missions or ministry you intend to pursue? In what career do you see yourself in 5 years and then in 20 years as you live out your Christian vocation? What is your plan for living out your calling? **Purpose of Reflection:** to practice theological reflection and critical thinking about ourselves as servants of the gospel.

7. Class Participation & Attendance (10%)

Due: Ongoing

It is important for our class time to be a collaborative learning environment. In order for this to happen we all must come prepared. It is the responsibility of every student to come to class on time having read the assignments for that day and engaging in the classroom environment through active listening and posing thoughtful questions that contribute to the discussion. Please note that 5% of your participation grade is associated with classroom engagement and 5% is determined by your physical presence in class. Those missing 0 to 1 class periods during the semester will receive all 5 points. Those missing 2 class periods will receive 3 points. Those missing 3 or more class periods will receive 0 points.

ASSESSMENT CRITERIA

Course assignments should be submitted at the beginning of the class period on the day they are due. Assignments that are submitted one to seven days after they are due will be subject to one letter grade reduction. Assignments that are submitted eight to fourteen days late will be subject to another letter grade reduction. Assignments will not be accepted after the fourteenth day.

LEARNING EVALUATION

Students' grades will reflect evaluation based on quality and completion of assignments, and active classroom participation. Students are expected to participate in discussions by sharing questions and thoughtful comments that contribute to collaborative learning. The following scale will be used for student grades: A = 100-90, B = 89-80, C = 79-70, D = 69-60, F = 59-0.

ASSESSMENT MATRIX

Assignments will be assessed using the following matrix:

- A (90-100) – Demonstrates each of the following: critical thinking and theological reflection, original work or research, instructions were followed, free of grammatical errors.
- B (80-89) – Contains one or more of the following: biased assumptions and/or theological oversights, over-dependence on others' work or research, instructions were not followed, few grammatical errors.
- C (70-79) – Contains two or more of the following: biased assumptions and/or theological oversights, over-dependence on others' work or research, instructions were not followed, some grammatical errors.
- D (60-69) – Contains the following: failure to reflect critically or theologically, excessive dependence on others' work or research, instructions were not followed, many grammatical errors.
- F (0-59) – Project was incomplete, not submitted, or contains errors that do not reflect the quality of work expected in an upper-level course.

ACADEMIC INTEGRITY

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full Policy is available for review at the Provost's office web site (<http://www.acu.edu/campusoffices/provost>) and the following offices: Provost, College Deans, Dean of Campus Life, Director of Student Judicial Affairs, Director of Residential Life, Education and Academic Departments.

PLAIGIARISM

Plagiarism is a form of cheating and will be dealt with as explained above in the policy on Academic Integrity. Plagiarism occurs whenever a person offers someone else's writing, research or ideas as their own. Some common cases of plagiarism are:

- Lifting a paper off the internet, or from a fellow student, even if you alter it a bit.
- Lifting sentences or whole paragraphs from other's work without clearly putting the material in quotation form and giving full credit in proper citation form.
- Using another's research results without giving them credit.
- Putting someone else's ideas in your own words without giving them credit.

Please avoid these and other kinds of plagiarism. Like all cheating, it is sinful and it robs students of the educational gain they should have had.

COURSE PROTOCOLS

Assignment Formatting for Research and Writing

The following format and style matters apply to the development of course assignments:

1. Include a cover page with assignment name, course title & number, your name and date.
2. Use Times New Roman 12 point font or its equivalent.
3. Paragraphs should be double-spaced and margins should be set to 1 inch on all sides.
4. Use correct spelling and grammar.
5. Staple assignment pages together.
6. Pages should be numbered bottom center beginning with the first page of text.

Attendance

Students are expected to attend all class meetings and remain in class during meeting times. The school defines excused absences from class as those involving a) a school sponsored trip, b) the death of an immediate family member, or c) illness significant enough to warrant a doctor's note. More than two unexcused absences will significantly affect your grade. Students who must be absent for part or all of a class meeting due to an important commitment should notify the instructors in advance.

Classroom Etiquette

Cell phones must be set to silent while in the classroom. Accepting phone calls inside the classroom is disruptive to the instructor and fellow students. Texting is also disruptive and not permitted in class. Notebook computers are useful for taking notes but should not be used for accessing email or surfing the internet during class.

Respect for Divergent Viewpoints

Students are expected to respect other individuals as created in the image of God. This means students will value each other in spite of differing viewpoints. In an academic environment where multiple perspectives are encouraged it is important to respect people when disagreeing with positions.

Special Needs

Students with special needs should inform the instructors at the beginning of the course.

COURSE SCHEDULE

UNIT 1: SENIOR CAPSTONE EXPERIENCE				
1	T	30 Aug.	Introduction of Course, Participants & Syllabus Internship Reflections / How to Write a Case	
2	R	1 Sep.	Personal Spiritual Formation (Goals for the Fall Semester)	Field Ed. Forms Due Internship Podcast Due
3	T	6 Sep.	Temptations of Christian Servants “In the Name of Jesus” Conversation	Read Nouwen
4	R	8 Sep.	Small Groups; Sharing & Selecting Cases	Case Study Due
5	T	13 Sep.	Cases # 1 and 2: Shared Wisdom	
6	R	15 Sep.	Cases # 3 and 4: Shared Wisdom	Read Evans
7	T	20 Sep.	<i>No Class – Attend Summit Presentations</i>	Read Evans
8	R	22 Sep.	Responding to Rachel Held Evans	Summit Review Due
9	T	27 Sep.	Things To Know About Churches	Read Smith
10	R	29 Sep.	Courage & Calling / Course Evaluation	Read Smith
	T	8 Nov.	<i>Internship Interviews</i>	
	R	17 Nov.	<i>No class – submit papers to faculty box</i>	Research Paper Due
	T	13 Dec.	Final 8am – 9:45am	Vocation Plan Due



Courseware And Copyright

COURSEWARE

This course syllabus is intended to accurately reflect the learning objectives, course format, assignments, assessments, course protocols, grading scale, policies on assignments, and course schedule that allow students to appraise the course. However, the instructors reserve the right to modify any part of this syllabus as may be necessary at any point due to circumstances that occur.

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