I 101 MA Formation Seminar (Fall 2018)
Bethany Theological Seminary
Wednesday, 1:20-4:00 p.m. (EST)

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Office Hours: By appointment.

WHAT WILL YOU LEARN IN THIS COURSE?

Course Description
This fall semester seminar meets once a week to provide a context in which to discern the kind of theological scholarship and public leadership each MA student would like to pursue and use as an anchor for their studies at Bethany. Participants in this course become familiar with the various academic disciplines of theological education with particular attention given to developing a sense of vocation along with critical thinking, reading, research, and writing skills. The weekly seminars also provide the setting for students to examine the social and spiritual shape of their scholarly identity with an emphasis on learning to tell their unfolding intellectual autobiography. By the end of the semester, participants will have chosen their MA Scholarship Path (MA Portfolio or MA Thesis) and Area of Concentration.

Course and Program Objectives
While the assignments and discussions in the seminar will develop a variety of skills, assessment of your work will focus on the following four educational objectives of the BTS MA program:

1. Recognize the convergence and divergence of the disciplines of the seminary curriculum in order to develop the ability to integrate learning in the overall program of study (MA Educational Objective #2).
2. Demonstrate an ability to communicate effectively in the genre of thesis or portfolio writing through the development of fundamental research skills, including effective use of the library for research, outlining an argument, and correctly citing sources (MA Educational Objective #3)
3. Engage and utilize discernment tools to develop a self-understanding that brings a calling to the life of scholarship into conversation with models of ministry and vocational vision (MA Educational Objective #5).
4. Articulate a personal educational goal as the foundation for developing and demonstrating competency in that area through either the MA portfolio or thesis (MA Educational Objective #6).

HOW WILL THE COURSE BE DELIVERED?

This course is being offered in a synchronous online video format. That means students will need to be able to connect into class each week on their own computers by longing into the following Zoom link: https://bethanyseminary.zoom.us/my/inglis.
THINGS YOU NEED FOR THIS COURSE

The following texts are either required or recommended for the course. Required texts are books that we will read significant portions of together. Recommended texts are books that we will read only a few chapters from. All required and recommended texts are available for purchase at the Earlham College Bookstore or from other online sources. They are also all available on reserve or as e-books in the Lilly Library. You are welcome to use electronic format (e-books) for the course texts if you prefer. Just ensure that you will have access to them during our class sessions. Instructions for finding all other required readings are available on our Moodle course site.

Required Texts:


Recommended Texts:

  - This short grammar book is a handy reminder and a worthwhile read before starting a major writing project.

  - This book is an essential reference for citation and style in theological writing.

COURSE POLICIES

1. Attendance
This class will follow Bethany's policy on attendance, which places limits on allowable absences. The policy states that in a course that meets weekly:

“Students who miss more than 20% of the scheduled face-to-face meetings for any reason will not receive credit. Instructors may set a more stringent standard for attendance when warranted in a particular course, and absences totaling less than 20% of the total class time may still be a factor in the instructor’s evaluation of whether a student as earned credit . . .

Synchronous participation in courses involves students at a distance connecting into a campus course using live video technology. The use of this technology may be either the scheduled format for a course or implemented during weather emergencies (particularly for intensives), as determined by the Academic
Dean and the instructor of the course. In such cases, the same 20% limit on total missed class time applies.” (Bethany Student Handbook, 2016-2017, pp. 70, 72.)

2. Assignments
All assignments in this course will be graded credit/no-credit and are due on the date and time listed on the course schedule and on the assignment instructions. If you know that you will not complete an assignment on time, please contact me as soon as possible so we can discuss your options. There are no exceptions for late work if you do not approve it with me ahead of time. Do not wait until the last minute to submit. If you turn in an assignment very close to the deadline, any technical problems with your computer or your internet connection may cause your assignment to be counted as late. Unless otherwise noted, all assignments should be submitted online through our course Moodle site.

3. Grading Criteria
In Bethany courses all students’ final course grades will be assessed based on a final course rubric. Students will receive Credit with Distinction, Credit, Credit with Concern, or No-Credit for the course. Note: This will only appear on the Rubric Assessment for Bethany students. The official grade reported on student transcripts will simply indicate Credit or No-Credit.

4. Academic Intellectual Honesty Policy and Plagiarism
Using content from other sources as your own, or using classmates’ responses to answer examination or assignment questions undermines the integrity and respect on which our class depends. Bethany’s policy and actions on plagiarism as stated in the Student Handbook:

“Plagiarism is using the work of other people without giving them credit, whether in written assignments or formal oral presentations . . . . The consequences for plagiarism will vary according to the extent of the offense, but even ‘minor’ instances are considered serious enough to incur penalties. These may range from rewriting the assignment, non-crediting the assignment, or non-crediting the course, up to dismissal from the program. Any instance of plagiarism will be reported by the instructor to the student, the student’s advisor, the academic dean of the instructor’s institution, and the dean of the student’s institution, if appropriate. Students who wish to challenge the charge of plagiarism have recourse to the Complain Policy of the instructor’s institution.” (Bethany Student Handbook, 2016-2017, p. 81).

5. Turabian Citation Style
The Turabian (aka Chicago) citation style, with footnotes and full bibliography, is required for all written assignments in this course unless otherwise specified. Guidelines for this citation style can be found in the most recent edition of Kate Turabian’s A Manual for Writers of Term Papers, Theses, and Dissertations: Chicago Guides to Writing, Editing, and Publishing (Chicago: University of Chicago Press). A Turabian Quick Reference Guide is available as a downloadable PDF on the Bethany Theological Seminary website at: www.bethanyseminary.edu/academics/style.

6. Students with Disabilities Policy
In this course I will follow Bethany’s policy on students with disabilities, as stated in the Student Handbook, and is committed to providing appropriate accommodations for students with documented disabilities. If you believe that you need accommodations, please be in contact with the Director of Student Development about the development of such a plan. It is the responsibility of the student to communicate this plan to the instructor as soon as possible.
ASSIGNMENTS

Conscious Financial Living
In order to receive credit for the MA Formation Seminar, you are required to attend and actively participate in the Conscious Financial Living Seminar.

Opening Reflection
Each week one member of the class will be asked to come prepared to open our session with a reflection, poem, or other centering activity.

Active participation in class discussions
Each week students should come prepared to discuss the required readings and other activities and assignments for the week.

Intellectual autobiography
Write a reflective essay that tells the story of your intellectual life and how you see yourself combining scholarship and spirituality for leadership in faith communities.

Living into the Answers workbook assignments
Read and complete the activities in the assigned chapter each week. I will not collect your answers to the assignments, but your engagement with the themes in the workbook will be evaluated based on your participation in class discussions.

Learning style reflection essay
Write a short essay in response to personality and learning style inventories (Myers-Briggs, Enneagram, Gilmore-Fraleigh, VARK, CANOE).

Research Question Report
After meeting with the Seminary research librarian, find sources to support your position on a disputed theological question (question and assignment guidelines will be provided).

Turabian Scavenger Hunt
Use the Turabian Style Guide to practice creating footnotes and a bibliography of various types of sources.

Review of a Peer’s Writing Sample
Provide feedback on a writing sample of another student in the course.

Personal Education Goal
Develop and write up a plan of study and a personal goal for your work toward completing the MA. This will include deciding on an Area of Concentration and choosing whether to write a thesis or a portfolio.
COURSE SCHEDULE

September 5: Course Introduction
• **Engage**: Isenhower and Todd, *Living into the Answers*, (ch 1).
• **Read**: Eric Barreto, *Thinking Theologically*, 7-22 (ch 1)
• **Discussion**: Welcome and “The Theological Tree”

September 12: Discernment – What brought you to Bethany
• **Engage**: Isenhower and Todd, *Living into the Answers*, (ch 2)
• **Read**: Gayle Gerber Koontz, “Theology from the Roots.”
• **Write**: Intellectual Autobiography (assignment details on Moodle)
• **Discussion**: Sharing Intellectual Autobiographies

September 19: Areas of Concentration, part 1
• **Engage**: Isenhower and Todd, *Living into the Answers*, (ch 3)
• **Read**: Eric Barreto, *Thinking Theologically*, 51-77 (chs 4-5)
• **Discussion**: Biblical Studies, Historical Studies, Brethren Studies

September 26: Areas of Concentration, part 2
• **Engage**: Isenhower and Todd, *Living into the Answers*, (ch 4)
• **Read**: Eric Barreto, *Thinking Theologically*, 79-105 (chs 6-7)
• **Discussion**: Theological Studies, Peace Studies

October 3: Digging Deeper into Discernment
• **Engage**: Isenhower and Todd, *Living into the Answers*, (ch 5)
• **Complete**: Inventories (Glimore Fraleigh, VARK, CANOE, Myers- Briggs, and Enneagram) Login to Moodle to download or link to materials you need to complete inventories used by these different tools.
• **Write**: Reflection Paper (assignment details on Moodle)
• **Discussion**: Personality and Communication Styles and where are you at in discerning your call?

October 10: Reading Theologically
• **Engage**: Isenhower and Todd, *Living into the Answers*, (ch 6)
• **Read**: Eric Barreto, *Reading Theologically*, 65-107 (chs 4-6).
• **Discussion**: Reading Difficult Texts

LAST DAY TO DROP – NO “NC” ON TRANSCRIPT

October 17: Citing Sources
• **Engage**: Turabian, *A Manual for Writers*. Complete the Turabian scavenger hunt.
• **Schedule**: a time to meet with our theological librarian, who can assist you in honing your library research skills and help you access Lilly Library resources in Richmond and online.
• **Discussion**: Giving credit where credit is due

October 24: Strategies for Effective Research
• **Engage**: Isenhower and Todd, *Living into the Answers*, (ch 7)
• **Discussion**: Finding a Research Topic, Developing a Thesis
October 31: Doing Theological Research
- Engage: Isenhower and Todd, Living into the Answers, (ch 8)
- Read: TBD
- Research & Report: Library Research Question (assignment details on Moodle)
- Discussion: Library Research Question Reports

November 7: From Research to Writing, part 1
- Engage: Isenhower and Todd, Living into the Answers, (ch 9).
- Read: Booth, et al., The Craft of Research, 105-151 (chs 7-10).
- Discussion: The Basic Structure of Theological Writing

November 14: From Research to Writing, part 2
- Engage: Isenhower and Todd, Living into the Answers, (ch 10).
- Discussion: The joy of revising

November 21: NO CLASS—Thanksgiving Break

November 28: Theological Writing
- Read: Barreto, Writing Theologically, 21-72, 103-118 (chs 2-5, 8).
- Reviewing Writing Samples: Select a (research) paper you have written for a BTS or ESR class, send it to your peer-reviewer — the seminar will involve sharing feedback.
- Discussion: What makes writing ‘theological?’ and sharing personal education goals

December 5: PERSONAL EDUCATION GOAL DUE