PL 800 Systems Thinking for Pastoral Leadership (2 credit hours)

Fall 2016

Required Texts:

Recommended Texts:
Scazzero, Peter. The Emotionally Healthy Leader. Grand Rapids: Zondervan, 2015. ISBN 978-0-310-49457-7. This is not a family systems text, but more of an individual leadership text, but it has some of the concerns for slowing down and living calmly that make it an interesting second approach to being a more differentiated leader.

Background Texts for Further Reference:

Course Description:
An introduction to family systems as a context and a way to think about self, the family of origin, and the nuclear family. The eight concepts of Bowen Theory will provide foundational material for the study.

Student Learning Outcomes:
Upon completion of this course, each student will be able to:
1. Articulate a concept of ministry based on family systems thinking;
2. Create a family diagram as a way to understand his or her family of origin and the impact of observable patterns in life and ministry;
3. Integrate family systems thinking into congregational systems; and
4. Explain the necessity of healthy spirituality for well differentiated systemic functioning.

Pre-seminar Assignments: Due Thursday, July 14, 2016

1. (10% of final grade): Round-table Discussion Questions – Answer the self-assessment questions from The Leader’s Journey as noted below and be prepared to share in a round-table discussion groups during the dinner hour:
   - Monday – answer the first four bullets on page 13 (the end of chapter 1)
   - Tuesday – choose five questions from page 25 (the end of chapter 2)
   - Wednesday – choose five questions from pages 47-48 (end of chapter 3)
   - Thursday – page 66 (end of chapter 4)
   - After completing the group discussion on Thursday, a hard copy of responses to the questions in a computer-generated document will be turned in to the professor.

2. (30% of final grade): Two Critical Book Reviews (Turnitin.com assignment) – Following the direction and sample provided during the orientation session, turn in two five-page critical book reviews for the required Gilbert and Richardson texts. Come to class prepared to discuss and illustrate your understanding of the eight concepts of Bowen Theory. Please upload each of these reviews to Turnitin.com prior to the deadline. These papers are formal, academic reviews. Please use Turabian and notes in this syllabus for high academic quality.

3. (10% of final grade): Family Diagram – Using information described in the texts and in other resources, each student will prepare a family diagram in proper form (hand-drawn on a large piece of paper is fine; it is also fine to create and project a diagram using appropriate software; a simple form of the proper symbols can be found on pages 159-161 of The Leader’s Journey), which begins with the student, includes one’s current nuclear family, and goes back 2 to 4 generations. Each student will present his or her diagram to the class during the afternoon/evening class sessions. Stress relationships (i.e., how the family system worked and how it flowed from generation to generation). For those who wish to use software, Genoware makes Genogram Maker Millennium for assistance in doing the project on the computer. A student discount is available. Likewise, Genogram Analytics makes Genogramanalytics.

Post-seminar Assignment: Due August 15, 2016

1. (50% of final grade): Research/Response Paper (Turnitin.com assignment) – Each student will prepare one formal, academic, 10-page paper in the following format:
   a. Begin with a title, 2" from the top of the first page of the body of the paper;
   b. Prepare an academic introduction to the paper, delineating what will be covered;
   c. Part I will describe the student’s learning regarding a family systems approach to life and ministry;
   d. Part II will articulate a concept of ministry using family systems thinking;
   e. Part III will explain the necessity of healthy spirituality for well-differentiated systemic functioning;
   f. The academic conclusion will review the main argument of the paper and draw appropriate conclusions.

Please consult sources beyond the required textbooks as needed and footnote accordingly. Students will upload completed papers to Turnitin and then email a copy directly to the professor.

Student Workload Expectations:
Class Time – 8 hours
Reading Textbooks - (439 pages @ 15 pp/hr) = 29 hours
Genogram Preparation – 5 hours
Round-table Discussion Question preparation and discussion = 7 hours
Reviews - (2 reviews x 5 pages @ 2 hr/p) = 20 hours
Research/Response Paper - (10 pages @ 2 hr/p) = 20 hours
Total – 89 hours

Course Grading Scale: “A” represents excellent work in all categories (fulfillment of assignment, writing and formatting, and doctoral level content); “B” represents good work in all categories; anything below a “B-” is considered below doctoral level.

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Classroom-related Academic Policies
A. Work is expected on the due date. Late papers will receive no less than a one-letter grade reduction.

B. Turnitin.com (Class ID – 12438615; Enrollment Password – PL800FA16)
   1. Assignments may require submission to www.turnitin.com to check for originality and style. The assignments that are required for submission will be described in the syllabus.
   2. Students will create an account at www.turnitin.com. After doing so, the student will join the course page with the code and password supplied by the instructor. A list of assignments and due dates will be available on the course page.
   3. Students will submit assignments by the due date and time and will be required to submit the assignments in a hard copy format as well.

C. Electronic Equipment Usage in Classrooms
   It is expected that students will use technology (cell phones, laptop computers, iPads, etc.) during classes only for the purposes of class work. Therefore, students should turn off cell phones and refrain from texting and using laptop computers during classes except for the purposes of taking notes or doing research specifically authorized by the course instructor. Students who have emergency needs not covered by this policy must ask for an exception from the course instructor.

D. Review the Academic Catalog for requirements regarding Incompletes and Plagiarism issues. For more information on Library Services, please download the Library Handbook from the HGST website.

Doctor of Ministry Policies: (find the full listing of DMin Policies in the HGST Academic Catalog, pages 28ff)
A. Assignments
   Students in the DMin program will read, research, study, experience, and evaluate applied theology and personal spiritual concepts. This degree promotes research on vital issues affecting the quality of life in faith communities as well as the development of new approaches, strategies, and styles of ministry in a wide variety of institutional and cultural settings. The resulting learning process equips the student for critical evaluation in the context and practice of ministry and fosters an integration of theory and effective pastoral practice with a view toward transforming communities.

   Pre-seminar assignments are due no later than the course start date. Students are encouraged, however, to bring all written assignments the first day of the seminar week. Students, with missing pre-seminar assignments, may be dropped from those sections of the seminar, may not be permitted to attend those sections, and may receive a failing grade for those sections.
Students should expect approximately 2,000 pages of reading each semester. It is expected that the books will be acquired and that the reading assignments will be completed in order that candidates may be exposed to the material prior to the seminar.

Post-seminar written assignments are to be submitted within ninety days after the session ends, at prescribed deadlines. Assignments should be emailed directly to professors on or before the due date. Competence will be demonstrated through creative projects and papers, which apply professional experience in connection with course content. These assignments will demonstrate an understanding of the writing skills required for the doctoral level and of the subject matter, bibliography, theory, and methodology covered in the seminar.

Written work will follow the prescribed HGST/Turabian style and should meet the deadlines required in each course syllabus. Grades will reflect the meeting of these criteria as well as the content.

Students are encouraged to email copies of completed assignments to the Director and to keep hard copies and external digital copies on file to protect work from being lost due to a computer malfunction. Graded papers are usually available for pick up at the following seminar unless they are returned via email.

Written assignments for Project and Practicum completion are described and delineated in the “Project and Practicum Manual,” which is available via the website. The Manual also includes deadlines for Project and Practicum Report completion and all pre-graduation deadlines.

B. Extensions and Incomplete Grade Policy

Seminar assignments are to be completed and mailed or emailed on or before the established due date. However, upon receiving a completed Extension Request Form and payment of $50 per professor, a thirty-day extension (one for each professor) may be granted by the DMin Office. The extension request should be received before the original due date. The professor shall reduce the grade by at least one-half letter grade. Work postmarked after the due date or the one-time thirty-day extension due date is subject to a minimum one letter grade reduction. No class work will be accepted after the close of the semester (except for previously granted 30-day extensions), a grade of “F” will be given, and the semester will have to be repeated for credit. The student will be placed on Academic Probation at that time until a cumulative GPA of no less than a B average is earned during the next semester.

The student will be given one opportunity to make up a failed seminar section, either the next time it is offered or through make-up work, to receive an acceptable grade and raise the overall GPA to an acceptable score. In order for the GPA to move to an acceptable score, the Academic Office may replace the “F” with an “NCF” so that the make-up work will count appropriately. If the student does not make up the section during the timeframe noted above, the grade will remain an “F,” the failing grade will appear on his or her transcript, Academic Stop will go into effect, and the student’s file will be sent to the DMin Oversight Committee with recommended action.

Notes for Writing Assignments: All “formal, academic” writing assignments must conform to Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 8th Edition. This includes matters of style and format. Certain assignments may be less formal, and students will follow the professor’s instructions for those assignments. For formal, academic writing, the instructor requires the use of footnotes for documentation when more than one resource is cited. The student should number pages. According to Turabian, page numbers should be in the upper right hand corner, except on pages with major headings (titles). Margins should be one inch on all four sides, except where major headings (titles) require a two-inch top margin. All students should utilize 12-point Times New Roman font throughout. The instructor prefers that the student not use presentation or report binders or folders. She prefers submission of papers with staples or binder clips.
Critical, or formal, writing differs from colloquial writing or spoken English at several points. The student should note the following guidelines for critical writing. The instructor expects students to follow these guidelines strictly for academic-style assignments. Failure to do so will be penalized.

- Avoid 1st or 2nd person references (“I,” “we,” or “you”). Keep the written projects objective and professional. Remember that imperative forms are second person.
- Never use contractions.
- Avoid passive voice construction (i.e., The student should write “God chose Joshua” rather than “Joshua was chosen by God.”). Some exceptions are necessary, but limiting the use of passive voice is a good policy.
- Be sure that number and tense always agree (i.e., Do not write in one place that “Brueggemann argues . . .” and at another place “Brueggemann argued . . .”). Subject-verb agreement is imperative.
- Spellcheck! Spellcheck! Spellcheck! Grammar check works as well!
- Pronouns should have clear antecedents. Avoiding “it is” and “there is” in the paper removes much of the ambiguity of pronoun usage.
- Sentence fragments are unacceptable. Every sentence must have a subject and a predicate.