

Ministry in the Marketplace

LIM G820-W01

Loyola Institute for Ministry Online Course

Loyola University New Orleans

lim@loyno.edu

Important! You will be notified by email when your course web site is available (approximately five days before the start date of the course). The course begins on May 23, 2011. Please check your Loyola email account for instructions. Please respond to the instructor's email when you receive it.

Course Description

All Christians are called into some form of ministry by virtue of their baptism. Most are not involved in church ministry but live out their baptismal calling in the world beyond church settings. This course explores how faith and spirituality may be integrated into work and community settings while respecting the personal spiritualities and beliefs of all. Ministry in these various settings begins by exploring one's own spirituality in the context of work and everyday life and examining what Christian faith calls for in terms of honoring the dignity of all persons, social justice, and ecological care. The course presents organizational and community examples, illustrating how various processes might incorporate group discernment, interpersonal respect and presence, and care for the wider community and environment.

Course Goals

By the end of this course, you will be able to:

- discuss various dimensions of ministry in the marketplace;
- identify various personal and interpersonal aspects of ministry in the marketplace;
- develop some preliminary approaches to systemic change related to creating more just and ethical workplaces and communities; and

- discuss the meaning and importance of participation in the public life of a community as a means of fostering the common good.

Required Readings

Benedict XVI. *Caritas in Veritate*. Vatican, 2009. Web.

http://www.vatican.va/holy_father/benedict_xvi/encyclicals/documents/hf_ben-xvi_enc_20090629_caritas-in-veritate_en.html

Benefield, Margaret. *Soul at Work*. New York: Church Publishing, 2005. Print. ISBN 1-59627-013-6.

Diehl, William E. *The Monday Connection: On Being an Authentic Christian in a Monday-Friday World*. Reprint ed. San Francisco: Harper, 1992. Print. EAN 978-0-06-061860-5.

Harmer, Catherine. *The Compassionate Community: Strategies that Work for the Third Millennium*. 1998. Eugene: Wipf, 2005. Print. EAN 978-1-59752-046-1.

Evaluation and Course Requirements

Participation in Weekly Sessions (50% of Graduate Student evaluation; 100% of ceu evaluation)

The sessions of this course include assignments for reading, audio segments and discussion questions. These are provided in the Assignments section of the course web site. In addition to reading all the materials assigned and listening to assigned audio segments, all students will also be expected to participate in the class discussions by way of the Discussion Board. Participation in class discussions accounts for 50% of the grade for graduate students. CEU credit (100%) is also determined by weekly participation in the discussions and session assignments. Students are asked to read all posts and respond *substantively* to at least three of your colleagues' postings (i.e., more than "I agree." or "I like your ideas." -- say why and include your own reflections on the specific question being addressed, drawing from course materials, and experience). Ideally, each discussion "thread" of the course will become a conversation. Be sure to check responses to your own postings and respond to any questions that others may have posed for you.

Graduate Student Reflective Essays

Graduate students will complete one reflective essay, integrating the course material and the student's experience and research. As in other courses, students should follow the guidelines, format, and citation style provided in the *Guide to Written Theological*

Reflection, available at the LIM documents web page, and the MLA Handbook for Writers of Research Papers (latest edition) for proper writing and citation style in reflection papers.

Reflective Essay One: Ministry in the Workplace (50%)

In a 10 to 12 page reflective essay, please respond to the following:

In light of the readings you have done for this course, reflect upon the ministerial needs that you see in your workplace and/or in your local community. What are the issues and the systemic dynamics involved? What theological vision and sources influence and inform your ministerial perspective and goals in this situation? Finally, what might you do to become a catalyst for ministerial action in that setting? Consider the personal, interpersonal, sociocultural, systemic and any ecological dimensions of ministry in your reflective essay. Be sure to cite how your observations and reflections connect with the readings you have done.

All citations and Works Cited should follow the MLA style. Consult the *LIM Guide to Written Theological Reflection* for examples and guidance on the format of your paper.

Grading

Please note that the LIM grading scale uses **B** as the standard for graduate-quality work. **A** and **B+** indicate graduate work done with distinction, with **B-** and below signifying levels below graduate standards.

Letter Grade	Quality Points	Characteristics of Student Work
A	4.0	Work done with distinction. An outstanding use of all four evaluation criteria as a catalyst for critical reflection.
A-	3.7	Work done with distinction, with a few minor corrections needed.
B+	3.3	Work of very good quality. The assignment is addressed in an exceptional manner with a good balance of personal insight and academic documentation.
B	3.0	The standard for the master’s degree. The assignment is adequately addressed in a clear and concise manner with appropriate documentation. If subsequent work meets this standard of quality, the degree will be awarded.
B-	2.7	The work is slightly below the standard for master’s level work. The assignment is addressed but a number of corrections are needed to address the assignment in a clear and concise manner. If subsequent work continues at this level, the student may not continue in the degree program.
C+	2.3	Substandard graduate work. Evaluation criteria are not adequately met in the assignment. Moderate improvement is needed. If subsequent work continues at this level, the student may not continue in

		the degree program.
C	2	Less than graduate-level work. Evaluation criteria are not met. If subsequent work continues at this level, the student may not continue in the degree program.
F	0	Assignment not addressed at all, incomplete assignment, or not sent to Loyola on time

Loyola Institute for Ministry Focus Courses

General Introduction

The LIM focus area courses are designed to assist you in developing some depth of perspective, knowledge, and reflection in a specific area of ministry praxis. As you probably know, the Loyola Institute for Ministry offers Focus Courses in eight areas: Pastoral Life and Administration, Small Christian Community Formation, Religion and Ecology, Christian Spirituality for Pastoral Ministry, Marketplace Ministry, Religious Education, Hispanic Ministry and Youth Ministry. These courses were designed as an integral part of the curriculum leading to either the Masters degree or the Certificate in Pastoral Studies or Religious Education. Students may participate in these courses for graduate credit or CEU's (continuing education units for certificate students).

The focus area courses will ask you to continue to reflect on your ministry/religious education experience in light of the course readings and collateral materials that are provided to you. If the ministry or religious education focus area you have chosen is new to you, we strongly suggest that you find a setting related to your chosen focus area in which you might volunteer to serve. By so doing, you will develop some beginning experiences in that praxis area, and you will be able to test some of your understandings of your experiences against the course materials you are studying.

Format of Online Focus Courses

As in all LIM courses, the strength of our program is the intentional learning community and its ongoing invitation to disciplined conversation. Through the on-line courses you will be part of an intentional learning community that will carry on extended and disciplined conversation by way of the internet. Through the medium of technology you will interact with the instructor and fellow students.

Each focus course provides an outline for eleven sessions, most of which last for one week. The initial week will serve as an orientation and introduction. The following eight weeks will involve your work in reading, listening to audio conversations and input, and

discussing the questions listed for that session. The last session will you to conduct an evaluation of the course and will also ask graduate students to post their reflective essays.

Each of the on-line courses will have a set beginning and ending date. For convenience sake, the courses will be divided into session weeks and each week will begin on Monday at noon and conclude the following Monday at noon. The discussions and assigned activities must be completed within that week. Normally, one student will be asked to begin the threaded discussion. We ask that the “lead” student complete his or her *initial* postings no later than *Wednesday* of the week and then respond to your colleagues’ postings during the remainder of the week.

The heart of the conversation in these on-line courses will take place by way of a software application called a discussion board. A discussion board is an asynchronous or time-independent application. This means that you will have no set times or schedules of when you must be in class. We do expect that you will come to class three times a week. At that time you will be able to read the comments of your instructor and fellow students and you will be able to share your comments as well.

To participate in these on-line students will need a computer with high-speed internet access. Check requirements: http://library.loyno.edu/browser_check.php. You will also need sound capability in order to listen to the weekly audio segments. (You will need to download the free Quicklinks program to listen to audios, please install the latest version. See the “Plug-in” section of the Resources>General Resources section of the course web site.)

Course Materials and Resources

Course audios are available under each week's session folder. The *LIM Guide to Written Theological Reflection* is found in the Resources>General Resources section of the course web page. It provides graduate students with a shortened version of the MLA citation style used in LIM reflective essays. In addition to the materials provided, you will need to purchase the required textbooks listed in this syllabus and obtain the web-based documents for the course. Each focus area course also provides an annotated bibliography that may be used by you in your course research (Resources>Course Resources). You may wish to purchase some of these additional texts for your own library.

Obtaining Textbooks

Please order your required textbooks as early as possible from your local book store, directly from the publisher (this is especially helpful for documents from the U.S. Bishops Conference), or from an internet source such as www.amazon.com or

<http://www.barnesandnoble.com>. Some texts are available only from special sources, so please check any notes listed in the “Required Texts” section of the syllabus.

Library and Technical Assistance

Directions on how to use the Loyola library databases and e-books are in the DIY (Do It Yourself) section of the library web site: <http://library.loyno.edu/ask/diy/handouts>

Direct links to handouts and tutorials are also available through the Blackboard course: Resources>General Resources>Library and Blackboard Tutorials. If you encounter any difficulties, you may also connect in live chat with a librarian: http://library.loyno.edu/ask/ask_librarian_live.php

If you have questions about Blackboard, you may:

Visit the Learning Commons desk at the Monroe Library
Call our 24/7 Blackboard assistance numbers: **1-866-562-7278**.

Live internet support, a comprehensive collection of Bb FAQs and troubleshooting guides, and animated tutorials on how the system works can be found on the [Blackboard Web Support Portal](#).

To Contact the Loyola Institute for Ministry

Loyola Institute for Ministry
Campus Box 67
6363 St. Charles Avenue
New Orleans, LA 70118

Email: lim@loyno.edu

Phone:

Toll Free in the U.S. and Canada: 1 (800) 777-5469

Toll Free in the U.K. 0800-896-344

OR: (504) 865-3728

For course questions, please contact your instructor directly. The email and contact information is listed in the Faculty section of the Blackboard site.

University Policy

Statement on Intellectual Honesty: Intellectual honesty is simply acknowledging, through documentation, all those sources that the writer has used in preparing any written work. Plagiarism, the obverse of intellectual honesty, is the use of any form of material, whether written or verbal, without formal indebtedness through documentation. The paraphrasing of any work, either written by other students or found in print or in an electronic form, without acknowledgement, is plagiarism. Not properly identifying the source of a quotation, even though the quotation is enclosed in quotation marks, is also plagiarism. Not only the exact language of a sentence or phrase, but any material falsely presented as one's own – an ideal, a concept, data, graphs, or a line of argument – constitutes plagiarism. Any material that neither originates with the student nor is common knowledge among educated persons must be formally acknowledged.

It must be remembered that written work stands on its own, not on the intention of the writer. The burden of academic honesty rests on the student, not on the instructor. If students have any doubts about what constitutes plagiarism or what is required, they should inquire before the work is submitted. Otherwise, they open themselves to charges of plagiarism.

The penalties for plagiarism are severe: a student who is found to have plagiarized or to have assisted another student in plagiarizing may be given a failing grade for the course on the first violation; a second offense may result in exclusion or dismissal from the university.

Statement of Incomplete Grades: Grades of "I" (incomplete) change to "F" automatically if the course is not completed and the grade changed by the sixth week of the subsequent term, excluding summer terms.

Disability Statement: Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Office of Disability Services at 504-865-2990 as soon as possible to ensure that such accommodations are implemented in a timely fashion.