Contact:
Dr. Cherith Fee Nordling
Phone: 630-620-2151 E-mail: cnordling@faculty.seminary.edu
Office Hours: (by appointment)
Dr. Robert Price
Phone: 630-620-2167 E-mail: rprice@faculty.seminary.edu
Office Hours: (by appointment)
TA: Corey Ashley
Phone: 630-800-9165 E-mail: crashley@student.seminary.edu

Course Objective
The Integrative Seminar course is a seminary capstone experience. It is designed to assess each student’s integration of the main educational and formational goals of Northern Seminary in the areas of Christian Heritage, Formation and Ministry.

Course Goals
The goal is to assess issues from a multivalent Christian perspective, to practice wise communal discernment of an issue, to articulate a coherent group response in a communal format, and to articulate a personal written response. Our emphasis is upon “integration” in community. This course will give you the opportunity to:

Demonstrate competence in articulating your own clear and coherent theology. Peer interaction, feedback, research, analysis and revisions will help you achieve this goal.

Correlate your personal and communal theology, in a meaningful and coherent way, with various life issues through practical, informed judgments and action steps.

Show self-awareness of your theological ‘lens’ or orientation, express your own faith convictions and ministry responses in a dialogical context, and learn from the perspective of others.

Present what you learned and discerned as leaders for larger communal discernment and assessment.

Required Personal Resources
Needed for Week 2 - Apr 11

- List of courses taken (from Student Portal, select “Number Transcript” option on left of screen), highlighting the 2-3 most influential courses
- Personality assessments from Seminary Formation course (Midwest Ministry Center)
• Two best/most influential books, videos, group experiences, or other resources from Northern.

Suggested Reading:

Course Format & Requirements:

**Format:**
You will be a member of a subgroup responsible for a concrete ministry issue. You will also function as a member of the larger “pastoral leadership team” (the class) that assesses the recommendations made by the subgroups. As such, you will practice integrated ministry discernment regarding life issues in the church.

You will each have an opportunity to 1) briefly reflect on your seminary journey and integration process, 2) examine your own initial response to the issue through a paper, 3) work with a group to research, examine, and present your recommendations concerning the issue, 4) individually assess the group process for your self-learning, and 5) write an individual applied theology paper.

**Papers:**

1) **Northern in My Narrative (3 pages) - Due Apr 11**

In this short paper you will reflect upon your seminary journey. How did God initially invite you to Northern and has your vocational call changed during seminary? What aspects of your Northern journey have been particularly transformative, and in what ways? In what ways are you a more integrated disciple of Christ? (No sources or citations required.)

2) **Life Issue Initial Response (3 pages) - Due Apr 18**

This paper is to be a “KNEE-JERK” initial response to the life issue. What is your first reaction/response? Be honest and don’t filter yourself. Find out what you already think.

You have 2 hours to write this paper. It will not be assessed for readability (grammar, punctuation, etc.). **DO NOT DISCUSS these papers with your group before the next class session.**

3) **Group Process/Presentation of Life Issue Response:**

Your subgroup will offer practical, measurable recommendations that account for and integrate these and other resources (situated within the Wesleyan Quadrilateral):

• Your particular Christian tradition, if any


- Theological/ethical analysis (delineating the doctrinal categories within the Christian narrative) that answers “how the theological indicative informs the ethical imperative”
- Biblical exegesis and hermeneutics on this issue
- Contextual exegesis on this issue (ethno/cultural, sociological, legal, etc.)
- Christian ethical analysis and interpretation of the issue in that context

Your exegesis must also demonstrate hermeneutical awareness of the presuppositions and ideologies, particular worldviews, cultural values, social locations, etc. that pertain to your resources.

**a) Plan/Procedure/Participation Guide (1-3 pages) - Due April 25**

Your group will write a plan, procedures, and participation guide that you will follow in preparing a recommendation concerning your issue for the whole class (pastoral leadership team). Explain your procedures for gaining information from a wide-range of resources to address this issue, analyzing presuppositions and underlying assumptions from your resources and your own Biblical/theological lenses, and a plan for leading the church forward in regard to this specific issue and the people involved. Set clear tasks, expectations, roles and responsibilities for researching, discussing, praying, writing-up and presenting the issue to the class. Set clear deadlines and lines of communication for each step.

**b) Group Presentations: Materials Due May 19th; Presentations Given on May 23 & 30**

i) Your presentation should be a well-prepared, comprehensive, source-enriched, theological examination of the issue reflecting all four quadrants of the Wesleyan Quadrilateral. You are to recommend a way forward for the pastoral leadership team and the church, based on theological indicatives and imperatives, manifested in practical suggestions. Your presentation will be a springboard for further class engagement with and discernment around this issue.

Presentations are to be no longer than 25 minutes. Each group member must participate during the presentation. You may use slides, handouts, etc., to help communicate your proposal.

ii) Presentation Materials (DUE on MAY 19)

1. A 450-word summary of your group’s recommendation regarding your issue. **Bring additional copies of the summary for the class. Submit via Moodle.**

2. **ONE FULL COPY ONLY** of your group’s presentation materials, including attached copies of the issue, the 450-word summary, your group covenant, and plan/procedure/participation guide. **Submit via email to Dr. Nordling.**

**4) Individual Reflection on Communal Discernment Process (4-6 pages) – Due June 6**

Write a 3-part reflection paper on the process of your group presentation experience:

Part 1 – Reflect on your group process. Some questions you may wish to address:

- What were the challenges and benefits of wrestling together over this issue?
- How did things change over the course of your time together?
- How were your own perspectives challenged and widened?
• What did you learn about your “part” in the body of Christ?
• What strengths did you bring to the group?
• What strengths did other members of the group bring that you lacked?

Part 2 - Reflect theologically on the idea of people having “strengths and weaknesses” in a community. How might you redefine that from both an individual and a communal perspective? How does this differ or agree with the Biblical spiritual gifts? How has this experience contributed to that redefinition?

Part 3 - Reflect on how this group work gave you a better understanding and awareness of:
  • the issue at hand
  • how your own story and background influenced your perspective, and
  • the benefits and challenges of communal discernment in the church

5) Applied Theology Paper (8-10 pages) - Due June 6

Description:
Write a paper that presents your own personal response to the issue presented by your group. Your paper may differ or agree with your group’s response. Recount the issue as it relates specifically to your response, and relate your paper to this specific issue as well as any larger issues it raises for you. Focus on writing your own examined, researched, Biblical, pastoral, and theologically informed response, with a thorough analysis and explanation of the bases for your argument. Conclude with some practical, theologically-informed steps to consider.

Using the same range of resources required for your presentation, also include aspects of the following in your paper:
  • your ecclesiology
  • your denominational affiliation (or church experience)
  • your own behavioral preferences
  • your academic and relational seminary experience

Grading/Evaluation:
Letter Grade based upon %:
Northern in My Narrative - 10%
Life Issue Initial Analysis - 10%
Group Presentation - 30%
Individual Reflection on Group Process - 15%
Applied Theology Paper - 35%
Total: 100%
### Class Schedule:

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Description</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>April 4</td>
<td>Intro to Integrative Seminar</td>
<td>Assign Group Presentation Dates</td>
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<tr>
<td>Week 2</td>
<td>April 11</td>
<td>“Integrated Discernment” – RP</td>
<td>- “Northern in My Narrative” Due</td>
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<td></td>
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<td>- Share Northern Narratives</td>
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<td>- Share Group Resources</td>
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<td>(Life Issue will be assigned after class session)</td>
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<td>Week 3</td>
<td>April 18</td>
<td>“The Christian Social Imaginary” - CN</td>
<td>- Initial Life Issue Response Due</td>
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<td>- Share Initial Life Issue Responses</td>
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<td>- Write Communal Covenant</td>
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<td>Week 4</td>
<td>April 25</td>
<td>- Draft a Plan/ Procedures/ Participation Guide (Guidelines Posted on Moodle)</td>
<td>- Tasks and location TBD by group</td>
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<td>- Begin Group Process</td>
<td>- Plan/Procedures/Participation Guide Due</td>
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<tr>
<td>Week 5</td>
<td>May 2</td>
<td>Group Process</td>
<td>- Tasks and location TBD by group</td>
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<td>Week 6</td>
<td>May 9</td>
<td>Group Process</td>
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<tr>
<td>Week 7</td>
<td>May 16</td>
<td>Group Process</td>
<td>- All Presenter Materials Due MAY 19</td>
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<td>Week 8</td>
<td>May 23</td>
<td>Group Presentations</td>
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<td>Week 9</td>
<td>May 30</td>
<td>Group Presentations</td>
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<td>Week 10</td>
<td>June 6</td>
<td>Regrouping and Sending</td>
<td>- Individual Reflection due via Moodle</td>
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<td>- “Applied Theology” Paper due via Moodle</td>
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### Grading Scale:
The following grade standards are not “relative” to other Northern students, but are as “absolute” or “objective” as possible regarding standards of graduate-level work generally.

- **“A” for “distinctive” work** means that all the work submitted is of superior and some even of distinctive quality, demonstrating clear and deep understanding as well as interaction with class concepts, originality, and nuanced, mature judgment. Assignments reflect a great deal of effort and reflection, with clear and creative thinking throughout – outstanding in all respects, including written presentation.
• “B” for “superior” work means that the majority of the work demonstrates good comprehension of class concepts, and there is a fair amount of deep and creative thinking, reflecting personal (intellectual and spiritual) growth. Most assignments demonstrate considerable effort, and there is consistency to their level of achievement.

• “C” for “acceptable” work means that the student demonstrates adequate comprehension of class concepts and some deeper thinking on certain relevant issues. Quality is uneven, some work being average while other work demonstrates more minimal effort. Overall, the work is undistinguished but adequate to the basic achievement of course goals. Essays whose grade falls within the ‘C’ range lack essential material and show insufficient reading and effort to be acceptable, perhaps, even to the point of showing obvious misunderstanding.

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
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<tr>
<td>A</td>
<td>100 – 95</td>
<td>Distinctive</td>
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<td>A-</td>
<td>94 - 90</td>
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<tr>
<td>B+</td>
<td>89 - 87</td>
<td>Superior</td>
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<tr>
<td>B</td>
<td>86 – 83</td>
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<tr>
<td>B-</td>
<td>82 - 80</td>
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<tr>
<td>C+</td>
<td>79 - 77</td>
<td>Acceptable</td>
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<tr>
<td>C</td>
<td>76 – 73</td>
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<tr>
<td>C-</td>
<td>72 - 70</td>
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2. Requests for extensions must be submitted in writing to the professor and will be granted without penalty only under extenuating circumstances (such as a grave illness or family death – not having time, work crises, computer glitches, etc. don’t cut it). Other extensions granted will be assessed a penalty for late submission at the discretion of the instructor.
POLICIES FOR ALL MASTERS CLASSES

NOTE: All communications from the seminary will go to your seminary email account. Contact All Covered at (877) 224-8911 if you need help forwarding your seminary email address to your personal email address.

As a seminary community we hold integrity/hospitality as core values. Individuals are able to do their best work and thinking when their peers are fully present and engaged. We expect each person to both participate in class and carefully listen to others with the belief that everyone’s contribution is equally important. Therefore, the following policies have been established in order to provide clarity in regard to attendance expectations and relationships in the classroom.

Diploma/Certificate Student Course Requirements
The amount of work required of Diploma/Certificate students will be at the discretion of the professor. Students will be responsible for contacting the professor about what assignments are required.

Class Attendance Policy
It is expected that students will attend and participate in all class sessions. Failure to attend at least 80% of class sessions is grounds for automatic failure. A professor may set other more strict attendance expectations for a given course. Students are always expected to communicate with a professor in advance if they will be absent. Attendance expectations are higher for online, intensive courses, and Integrative Seminar (see syllabus for specific requirements).

Class Tardiness Policy
The third time a student is late to the start of class, it will be counted as a class absence. It is also expected that students will return from a break by the time specified by the professor.

Late Work Policy
If a student cannot complete the work for a course by the due date listed on the syllabus, they must submit a “Request for a Grade of Incomplete” form to the Registrar by 4:30 of the last day of the term. The form must be signed by the instructor and Dean of Students. The professor may set stipulations and grade reductions. In the absence of a formal request form, the student will receive a grade based upon work completed by the last day of the term.

Turabian Format
All papers, including footnotes and bibliography, must be submitted in the correct format according to Kate L. Turabian, A Manual for Writers of Research Papers, Theses, and Dissertations, 8th ed., 2013.

Plagiarism
Plagiarism is the act of passing off as one’s own the words or ideas of someone else without providing proper acknowledgement or documentation. See the “Academic Honesty Policy” in the Seminary Catalog for more information on plagiarism and how to avoid it.
**Electronic Format**
Unless otherwise specified by the professor, all work submitted electronically must be in a Word document format (.doc, .docx).

**Technology Use in the Classroom**
Unless it is directly tied to note-taking or research for the class, students are expected to refrain from using cell phones, laptops, or other electronic devices during class.

**Course Evaluation in Moodle**
Students must complete an online course evaluation using the seminary Moodle system at [http://moodle.seminary.edu](http://moodle.seminary.edu). The evaluation will be open at the end of the course. If you need assistance connecting to Moodle or accessing the evaluation, please send an email to moodlehelp@seminary.edu.