

**DePaul University
School For New Learning**

SYLLABUS

SPIRITUALITY OF THE THIRD MILLENNIUM

FACULTY: Barbara Donnelly 10197 Higgins Rosemont, IL. 60018 Phone: 847-823-7787 e-mail: bdonnell @ condor.depaul.edu	LOCATION: Barat TIME: Wednesday 6:30-9:30p.m. 9/11/02-11/13/02
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COURSE DESCRIPTION:

This course studies one's assumptive worldview and theology in order to better understand one's spirituality. In the course of the ten weeks we will ask two questions. First, who am I? You begin the process by stepping back and taking a look at your own assumptive worldview. This will help you identify 1) how you see the world, 2) what you profess as your values and 3) where you learned those values. You will begin exploring why you have retained the values you continue to hold. You may even decide it is time to eliminate some assumptive worldviews that are no longer useful in your life. The second question you will ask is--what do I need? You will use some right brain techniques (images, story telling etc.) to dig out some current information about your values, not only what they are but also how you relate to them and why they are important to you. During this process, you will examine your theology by looking at how you see God, salvation, church, Christ, death and forgiveness. You will examine how the values that you apply to those images help or hinder your own spirituality. You will compare your views with those of others in the class.

The method we will employ to achieve our goal will be through small learning teams. Each student will be assigned to a learning team by the second week of class. This team will consist of 4 or 5 students. Together you will explore the material presented in class.

FACULTY: Barbara Donnelly earned a Doctor of Ministry from the University of St. Mary of the Lake and a Master of Religious Studies from Mundelein College. She is a graduate of SNL. She has worked in the Archdiocese for over 30 years and is presently doing free lance work in spirituality, theology and discernment.

COMPETENCIES:

L7 Can learn collaboratively and examine the skills, knowledge and the values that contribute to such learning.

Objective: Learners will be able to:

- A. Articulate the skills needed for collaborative learning.
- B. Assess their own ability to contribute to the collaborative learning process.
- C. Understand the strategies necessary to group dynamics.

You will achieve this competency through participation in assigned learning teams and by studying the skills necessary in-group decision-making. You will learn through your experience in the assigned learning team, as well as through the materials presented in class. You will demonstrate this competency through your active participation in your assigned learning team and by writing a journal. You will also demonstrate your understanding of this competency by either writing a paper (5-6 pages in length) or giving an oral presentation. The paper or presentation should include the following: 1) an assessment of your team's efforts in working collaboratively, 2) a description of the collaborative learning skills employed by your team i.e. communication skills, group dynamics, 3) a discussion of how theological reflection--the model we will use in this process--enhanced learning. This paper or presentation will count for 1/3 of your grade.

H 3-C (Pre-99 AL-D) Can use theories or models of adult growth and development to understand one's own experience.

Objectives: Learners will be able to:

- A. Clearly state their own assumptive worldview.
- B. Understand how their assumptive worldview has changed and why.
- C. Recognize the relationship between the values they hold today and the assumptive worldview of their childhood.

This competency will be achieved through participation in learning teams, the writing of a journal and either the writing of a final paper (5-6 pages in length) or by giving an oral presentation. For this final paper or presentation, you will choose a character from a story (fictional or biographical) from any media and: 1) explain the assumptive world view of that character, 2) explain how the person developed through the various identities that were discussed in class and 3) describe the crisis of limits that character experienced and state whether it was a developmental or traumatic crisis of limits. This paper or presentation will count for 1/3 of your grade.

A-3-E (Pre-99 AL-5) Can compare substantially different theological or philosophical systems.

Objectives: Learners will have:

- A. A basic understanding of theological reflection.
- B. An ability to analyze the difference between two or more theologies with regards to the spirituality behind each.
- C. An understanding of their own theology of God, salvation, forgiveness, church, death and Christ.
- D. An ability to compare their theology with other theologies presented in class.

You will achieve this competency by learning to compare the different theologies of God, salvation church, forgiveness, death and Christ. You will develop an ability to analyze the difference between these different theologies and understand how they affect your spirituality. Through the art of theological reflection, you will acquire the skills needed to understand your own theology and your personal spirituality. You will demonstrate this competency through your work with the learning team and through the writing of a journal. You will also demonstrate this competency by writing a final paper (5-6 pages in length) or by giving a final presentation. You will choose a story (fictional or biographical) from any media and define the different theologies of two characters from that story. These theologies must differ from each other. You will include the components of each theology and the spirituality within each. This paper or presentation will count for 1/3 of your grade.

LEARNING EXPERIENCES.

Strategies used in class.

1. Brief lectures.
2. Assigned readings.
3. Video presentations.
4. Learning teams. Each team is expected to work collaboratively.
5. Small and large group discussions.

Required reading.

1. Remen MD, Rachel Naomi, *My Grandfather's Blessing*, NY, NY. Berkley Publishing Group 2000.
2. Class handouts on theological reflection, collaborative learning, and other pertinent material.

Class attendance:

Given the style of learning (teams) used in this class, missing class not only hurts your learning, but also hurts the learning of the other members of your team. It is also detrimental to the learning of the class as a whole. If you must miss class, it is YOUR responsibility for communicating with BOTH the professor and someone from your learning team. This communication is to take place BEFORE and AFTER class. Failure to do this could affect your grade.

Journals:

Journals will be due week 3, 4, 5, 7, and 8. Each journal entry will be 3-4 pages in length. Each entry will be graded.

EVIDENCE THE STUDENTS WILL SUBMIT.

Each student will be graded as follows:

1/3 of the grade will be from the 5 papers and 1/3 will be from the contribution to and cooperation with the learning team.

For L7 learners will receive 1/3 of their grade from the final paper or presentation on the skills needed for collaborative learning.

For H-3-C learners will receive 1/3 of their grade for the final paper or presentation on the story they chose which is detailed above.

For A-3-E learners will receive 1/3 of their grade from the final paper or presentation on the story they chose which is detailed above.

ALL PAPERS MUST BE TURNED IN BY THE LAST CLASS. AN INCOMPLETE WILL BE ASSIGNED TO ANYONE WHOSE WORK IS NOT COMPLETED BY THE LAST CLASS.

In assigning grades, I follow the University's guidelines: A stands for a high degree of excellence, and in this course should represent a high standard both for written work and classroom participation; B represents a superior standard of performance, both in written work and class participation. Grades lower than a C are not acceptable as evidence for demonstrating competence in SNL. Finally, I stand by the University's published policies regarding plagiarism (found in the University bulletins and the student handbook) and other forms of cheating. Students are expected to be familiar with these policies.

CRITERIA FOR ASSESSMENT:

At the end of the quarter you will be able to:

1. Demonstrate competence.
2. Verify accuracy of statements regarding course material and your own outside reading.
3. Integrate life experience and theory.
4. Analyze the rationale behind your choices.
5. Work collaboratively with others and understand the skills needed to do so.

Learners will also be evaluated on completeness, clarity, attendance and contribution to team members. The assessment of each learner will embody the qualities of clarity, integrity, flexibility and empathy.

Criteria used for:

1. The readings--Did you complete the assignments on time? Did the class discussions and teamwork indicate an understanding of the reading material? Did your papers indicate a clear understanding of the readings?
2. The Journal --How well did you relate the readings, lectures, and activities to your personal experience? If you disagreed, with any of the material i.e. the readings, lectures, discussions did you include a clear rationale for your position? Did you include what was standing in the way of your learning? Were your entries consistently 3-4 pages in length?
3. The learning team--Did you consistently contribute to your learning team? Were you consistently active in the team discussions and presentations? How well did you support the other members of your team? How well did you attend class and meetings with team members?
4. Final paper or final presentation--How well did you express your understanding of the core material of the class? How well did you express your understanding of the outside reading? How well did you integrate the material from class to life experience--yours or others? Was your paper clear, concise and complete?

A WRITTEN OUTLINE FOR EACH COMPETENCY WILL BE DUE BY SESSION SIX (6) ANY LATE ASSIGNMENT MUST BE NEGOTIATED WITH THE PROFESSOR PRIOR TO THE DEADLINE.

TOPICS AND TIME FRAMEWORK:

Session	Topic
1.	Introduction, syllabus, exercises in theological reflection.
2.	Required reading – <u><i>My Grandfather's Blessing</i></u> , pages 1-78, assumptive worldview, theological reflection.
3.	Required reading, – <u><i>My Grandfather's Blessing</i></u> , pages 81-130, theology, image of God, various identities, a look at skills needed for collaborative learning, journal due.
4.	Required reading - <u><i>My Grandfather's Blessing</i></u> , pages 133-189. Video, crisis of limits, theology of salvation, journal due.
5.	Required reading- <u><i>My Grandfather's Blessing</i></u> , pages 193-243, video, theology of Christ, preparation for team presentations, journal due.
6.	No formal class. Students are expected to meet with their perspective team members to plan a presentation for week seven. Topics for the presentation will be given out in week five. In addition the professor will contact each student individually to discuss his/her progress and the topic of the final paper or presentation.
7.	Required reading- <u><i>My Grandfather's Blessing</i></u> , pages 247-321, theology of church, theology of death, team presentations, video and journal due.
8.	Required reading- <u><i>My Grandfather's Blessing</i></u> , pages 325-374, theology of forgiveness, review of differing theologies, a look at skills needed for collaborative learning, and journal due.

9. What do different theologies tell us about Spirituality? Video, a look at the different competencies
10. Individual presentations, video, **ALL** papers due, summary and critique. Bring a SASE if you wish to have your final paper returned.

Please note since we meet only every other week we will be doing Two sessions per class.