STMM 554 Fostering Communities of Faith
Summer, 2011
June 27-July 1, 2011
9am-4:00pm

FACULTY:
Sharon Callahan, Ed.D.
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HH 212
Office Hours: By appointment only

COURSE DESCRIPTION: This course considers group theory and offers time to practice and reflect on the skills required for group participation, group leadership and team building. It includes attention to conceptual frameworks, intentional experience within a stable group, and reflection on the person and the process.

Learning Outcomes, the Student will increase the ability to:

Understand self as human, minister, and leader:

Be a responsive and discerning listener

Learning Objectives related to the course include:

- Awareness of one's personality and its impact on leadership style.
- Awareness of the need to become healthy, balanced persons in honest and honoring leadership relationships.
- Increased ability to be truly present, attentive and honestly participative within group settings.
- Ability to form, nurture, and support diverse teams for ministry within diverse communities of faith.
- Knowledge of group theories regarding the purpose, developmental stages, and healthy functioning of groups.
- Understanding of the need for and ability to integrate the skills of planning meetings, building agendas, creating climate, designing helpful beginnings, breaks, endings; leading prayer; listening actively, communicating honestly and directly; giving and receiving feedback; managing conflict; building in evaluation and closure processes, and working with diverse populations.
- Awareness of prayer and personal integration as foundation for effective group leadership and participation.
- Increased ability to reflect on one's role as group leader and member.

Multiple levels of evaluation throughout the course will indicate whether course and individual goals and objectives are being achieved. Please attend specifically to the grading/ feedback rubrics provided for written assignments and posted on the Angel website.

THIS COURSE WILL CONSIST OF ONE WEEK INTENSIVELY WORKING ON CAMPUS IN CLASS SESSIONS AND OFF CAMPUS WRITING EVERY EVENING. PLEASE PLAN YOUR SCHEDULE TO ALLOW FOR FULL PARTICIPATION DURING THIS INTENSE WEEK. IF YOU CANNOT MAKE ALL THE DEADLINES AS SPECIFIED IN THE SYLLABUS, YOU MAY WANT TO WAIT UNTIL ANOTHER TIME TO TAKE THIS COURSE. WE WILL CONCLUDE AT NOON ON FRIDAY, FOR A TOTAL OF NINE CLASS SESSIONS.

REQUIREMENTS:

1. ***Completion of assigned reading:***
   Arrien, Angeles. The Four Fold Way. New York: Harper Collins, 1993.**OR**
   Parry, Danaan. Warrior of the Heart. Bainbridge Is., WA: Earthstewards P, 1997.
   Doherty, Jerry C. A Celtic Model of Ministry. Collegeville: Liturgical P., 2003. **(Please note that some are very unhappy with the editing of this text. At the same time, many find this very inspirational and helpful. Thus, I continue to include this text with a warning to those who will be upset at the lack of care the author and editor demonstrate in using proper English.) OR**
   Block, Peter. Community. The Structure of Belonging. San Francisco: Berrett-Koehler, 2009.

   Law, Eric. Inclusion. Atlanta: Chalice P, 2000.

   Sofield, Loughlan, Hammett, & Juliano. Building Community, Notre Dame: Ave Maria, 1998. **OR**
   Turner, Nathan. Leading Small Groups. Valley Forge: Judson Press, 1996.

   Scripture: *Acts of the Apostles. (I encourage you to read the whole of Acts of the Apostles before Class starts. It offers an idyllic view of the notion of faith communities, and this view impacts us as we attempt to envision, foster, and participate in contemporary communities of faith.*

   Troyka, Lynn Quitman and Douglas Hesse. Handbook for Writers. Ninth edition. New Jersey: Simon and Schuster, 2007. (or the newest available edition)

   Course Packet. (Available at Seattle University Reprographics)

2. Complete and submit the "Student Survey" on the first day of class. (Included in Syllabus packet)

3. ANGEL WEB BASED threaded discussion. (25% of grade) We will use a "threaded discussion" to experience the kind of contribution that "virtual community" can make to our class community and potentially to the communities we serve. This computer-based community sharing will allow us to write reflections and share them with the entire class. Each person will read all the others and choose to respond in a formal way to one, and may respond informally to others. The formal postings and responses will be graded using the rubrics included in this syllabus and found on the Angel website in "lessons/ rubrics". Increasingly church communities rely on all technologies to build communities of faith. Your contributions will be interpreted as essential to building community in this class. For the dialogue you will submit two separate contributions.

   A.)Log on and indicate you are "here". **Try to log on by June 27, so you can address issues that may arise due to Internet compatibility, your user name and password. These issues are to be addressed with the Helpdesk on SU campus.**

   How to Access Angel

   1. go to http://angel.seattleu.edu/
   2. Go to "favorites" on your internet bar and add this page to your "favorites."
   3. To log on to angel, use your Seattle University email address without the @seattleu.edu
   For example, I am scal@seattleu.edu. I log in as user: scal
   4. Enter your password as you do to access the Seattle University accounts you have.
   If you have trouble remembering your password, or if it has expired since you last used it, you need to call the Seattle University helpdesk to get assistance. 206-296-5571 or email them at helpdesk@seattleu.edu .

Once you are logged in, you will be given a choice of classes in which you are enrolled and also using angel.

4. Click on the course (STMM 554 Fostering Communities of Faith) and you will find a "map" on the left column as well as a top bar with "course", "calendar", "lessons", "resources", "communicate", etc. Go ahead and play around with the site a bit.
5. Click on "lessons" and you will see the title "Sign-In." Click on "sign-in." Under the sign-in bar you will see a little box "new post", click it. It automatically sets you up to type the "title or heading" and you can type "Hi" or "hello" or whatever you want to title your posting. Then click on the body of the greeting, and type what you want to say to the class. (I made it, I'm here. Can't wait. Wow!. Whatever you choose so we know you are in the class and the community.)
6. Scroll to the bottom of the page and click the "submit" box to ensure we all get your greeting.

B.) For your formal contributions, you are to address the your understanding of **community of faith**. What does "community" mean to you? In your student packet, you will find a reflection on "ubuntu"- and the African concept/ experience of being human. You will also find a reflection from Ron Rolheiser suggesting the Church is by its essence communal. Bellah, et alii., suggest that Church is community and it necessarily contributes to the "common good." Yet a North American, dominant culture emphasis on individualism, challenges community in many congregations. Sofield, Hammett and Juliano develop small group theory within the context of community (pp. 43-46) and Eric Law considers culturally diverse communities. Expand your insights using: the *Acts of the Apostles* (which depicts the ideal Christian community), and chapters 1-4 in Doherty's *A Celtic Model of Ministry* and/ or Peter Block's work on Community and Belonging. Include insights from your own experience: what do you think? You can also review a summary of different perspectives found in the powerpoint section of Angel. What attitudes, skills, etc., contribute to nurturing, forming, and developing community in your church or ministerial setting? What have you seen or done that has been "good experience" and what is a trying, limited or "failed experience"? Write your own reflections and post them as your ***first contribution due by* 4am, *June 28.***

Writing Requirements for the web postings: The ***first contribution*** for the dialogue topic will consist of no more than three pages of your reflection on the topic. The *best contributions* combine personal experience, reference to the required readings, class lectures and discussions, and your own reading on the topic. You might find that writing your contributions before reading the others' keeps you focused and fresh as you construct your ideas for others to review. Be sure to cite authors using the MLA format in the Handbook for Writers. (This consists of acknowledging the author and page number.) You will also find a rubric that I will use to grade your contribution. This is attached to this syllabus packet as well as posted on Angel, in Lessons/ rubrics. (15%)

The ***second contribution*** on the topic will be no more than five paragraphs. The second contribution on each topic should pick up on an idea put forward by another student's first contribution. This second contribution should build on the other student's ideas and relate to your own experience and to the course reading and in-class discussion. This second contribution should be no less than two fully developed paragraphs and no more than five. Be sure to cite authors using the MLA format in the Handbook for Writers. The rubric for grading the contribution is found attached to this syllabus packet as well as posted on Angel, in Lessons/ rubrics. The ***second contribution is due by 4 am, June 29.*** (10%)

Dr. Callahan will read the threaded discussion frequently, noting the quality of the postings, and attempting to integrate some of the ideas into the class sessions. She will complete a writing rubric for each contribution and assign a grade for it. She will return the rubric to you before the end of the course.

3. ***Submit <u>your goals and objectives</u> for the course on June 27 during the first day of class.*** (5%) These must be typed and should be no more than one page. No more than two goals with one or two objectives each. (Actually, since you only have one week to make progress on your goals, you might limit yourself to one goal with one or two objectives that can be achieved during the week.) Remember you want to help yourself focus your learning for the duration of the course (1 week!). To help draft your goals, look at the learning outcomes and objectives on the first page of this syllabus, and *the material on framing goals and objectives included at the end of the syllabus*. I will return the goals to you June 28. Please revise and return your ***final goals*** to me during class on ***June 29.*** I will keep the final copy of your goals. Include an analysis of your progress in achieving your goals in your final paper.

4. **<u>Consistent, Active and Reflective participation</u>** in your small group during class sessions. This will include preparation for small group sharing based on the small group handouts found in the Lessons/ Group Participation section on Angel. It also includes giving the group members careful feedback, as well as claiming responsibility for your contribution as a member. Conflict negotiation, progression to deeper levels, and participation in discussion topics are some of the contributions you make to any group. Your journaling will assist you in reflecting on your contribution both to your small group and to the large group that is the class. Your participation in the threaded discussion using Angel will offer both you and your peers the opportunity to explore the material in the readings and in the class presentations. (27%)

5. **<u>Journal</u> throughout** the quarter using the process outlined on page 4 of this syllabus packet. You will not hand in the journal. The discipline of the process is designed to assist you in meeting learning objectives as listed on the first page of the syllabus. In addition, your ongoing reflection will impact your participation in your small group, increase your skill level in other groups and provide you with material you will be able to use to complete your final reflection paper. Some areas for consideration in this reflection practice include: your participation in your small group process or in the class process; your new or deepened insights and connections especially as they relate to the readings; previous and/or current experience in other groups; and unfolding understandings about your own ability to contribute to the health of a group.

6. **<u>Written feedback to student participants</u>** in your small group: (10%)
   1. All group members will give specific feedback to the facilitator of the small group session. Questions to guide the feedback are included in each small group exercise sheet.
   2. After the first small group session on the morning of **July 1**, give each person in your small group written feedback concerning your experience of their participation in the group. (**Use the rubrics located on Angel- and also within this syllabus document- to give feedback about specific skills and abilities demonstrated during your small group sessions. These are to be completed for each person both as facilitator and as group participant.)**

      The feedback needs to be specific and concerned with observable behavior. Please address both your assessment of each person's <u>contribution to the group</u> and identify an <u>area of growth</u>. For help in framing your feedback to your peers you might refer to the Giving and Receiving Feedback guidelines included in this syllabus, and the course student learning outcomes and objectives listed on the first page of the syllabus.
   2. During the last class, **(July 1)** there is a more light-hearted process of giving feedback related to closing the group, where you offer each member a symbol or verbal image of their contribution, see course sessions document on Angel for instructions for group session during the last class.

9. **<u>Final Paper</u>**: (20%)

   a. **<u>A 5-10 page paper</u>** due in the STM office by 4:30 pm on **July 8**. The paper needs to demonstrate your growth in understanding of your ability to both lead and participate in a group/ community of faith. It will address the specific ways in which small groups and your expertise in them will impact

your ministry. This paper will include insights from: your journal, feedback from your peers, your work on your goals and objectives, your ANGEL contributions and those of your peers, your experience in your small group, class lectures and discussions, and your experience and reading. I expect you to refer to specific texts and resources. I look both for your integration of skills and learning in practical application (your small group, other groups) and understanding of the literature that is available in the area of groups Be sure to use the MLA format in the Handbook for Writers.

b. **Your suggested self-grade with a rationale** for assigning the grade due with the final paper on **July 8**. Direct your rationale toward the listed learning outcomes and objectives of the course, your energy and commitment to the processes outlined in the syllabus, your reading, and your assessment of your skill level and your attaining your goals as submitted in writing during the course. Include your learning from self and peer evaluation throughout the course. Remember that completion of all the requirements earns a "B". To earn an "A" one needs to demonstrate *superior* use of skills and processes, read beyond the requirements, and demonstrate in the final paper and other assignments a superior level of excellence. (3%)

Complete list of items due in student submission no later than 4:30pm, July 8:

- Final Paper
- Grade Rationale
- Feedback rubrics received from peers on last day of class
- Self-addressed, stamped manila envelope for returning all materials to you

JOURNALING QUESTIONS:

The same four questions are intended to guide your reflection for the entire quarter. These are intended to help develop a habit of reflection on your skills, your body, your gifts and your growth areas in a group. These questions are not intended to limit, rather they are proposed as "pump primer". You may wish to use both your class group experience and other group experience. Please feel free to do so. It is hoped that over the course you will be able to read your disciplined responses to discover the growth, continuing themes, and insights.

Each time you write, take time to breathe and to center yourself. Image the group process you are considering. Image yourself in that group. Try to create the scene through your senses, identifying sights, sounds, and smells (what were people wearing? what did you see in your space? how did the room smell? what noises did you notice? how did people's voices sound?, etc.) As you replay the group, tune into your own body responses to the discussion. When did you feel relaxed? tense? anxious? confident? angry? hopeful? excited? etc. Try to listen to your remembered body responses as your replay the group time in your imagination. If you are experiencing some resistance to the group, the course, a particular person, let yourself enter into dialogue with that resistance, resistance can often be a signal of a growth area.

Begin to write on these questions:

1. What did I experience as energizing/life-giving in my small group?
2. What did I experience as de-energizing/ life-draining in my small group?
3. What specifically made the experience life-giving. . . life-draining?
4. In what specific way did each experience affirm me? invite me to grow?

Academic Honesty:

The School of Theology and Ministry strictly adheres to the Academic Policy concerning Academic Honesty as published in the Seattle University Student Handbook. (see the Seattle University website).

Students with disabilities:

If you have, or think you may have, a disability (including an “invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/ or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

CLASS ONE: INTRODUCTIONS AND BEGINNINGS

Goal: To begin to form small groups through personal introductions and sharing stories. (Stage One Group Development)

Readings Required:

Goals and objectives guidelines included in syllabus
Small group guidelines and Respect guidelines posted on Angel
Building Community, p. 43-46
Acts of the Apostles, which depicts the ideal Christian community,
A Celtic Model of Ministry, chapters 1-4 or Block, *Community- all Inclusion, chapters 1-4*

From Coursepak:

Michael Battle's chapter "the Delicate Networks of Interdependence;"
Ron Rolheiser's "A Spirituality of Ecclesiology;"
Robert Bellah's "Competing Visions of the role of Religion in American Society;"
Robert Bellah's "Religion and the Shape of National Culture;"
Desmond Tutu's definition of *ubuntu*.

Assignments:

Bring your completed Student Survey to first class (attached to syllabus and posted on STM webpage.)
Your personal Goals and Objectives for the course turned in during the first class (Guidelines for developing these are included in the syllabus and posted on the STM webpage)
Print or bring your laptop so you have the SMALL GROUP EXERCISES document with you. This document is found in Angel/ lessons/ class assignment items. You will need this for every session and every day.

CLASS TWO: GROUP DEVELOPMENT

Goal: To initiate the process of becoming a group/community.
To define group goals and identify group norms. (Stage One Group Development)

Readings Required:

PowerPoint on community posted on Angel
All the readings listed for class one.
Print or bring your laptop so you have the SMALL GROUP EXERCISES document with you. This document is found in Angel/ lessons/ class assignment items. You will need this for every session and every day.

BY 4am June 28, post your FIRST CONTRIBUTION ON ANGEL (See syllabus.)

CLASS THREE: INDIVIDUAL STYLES

Goal: To become more aware of how one's personality and values impact every group experience.

Readings Required- Angel/ Lessons/ Class Assignment Items:

Rag Tag Band a Community? How did it happen?
Theories of Group Development chart
Print or bring your laptop so you have the SMALL GROUP EXERCISES document with you. This document is found in Angel/ lessons/ class assignment items. You will need this for

every session and every day. For this class session you will also find: Which Way Are You Bent? And a "Simplified Approach" close to Session Three in this document.

Readings Required-

A Celtic Model of Ministry, chapter 6 or Block, All
Turner, chapters 1-3 OR Sofield, Hammett and Juliano, chapters 1-6
Inclusion, all;

Assignments:

Complete "Which Way Are you Bent?" tool (found on angel, lessons/ class assignments- also in Small group Exercises packet on Angel.)

CLASS FOUR: PERCEPTIONS AND STEREOTYPES

Goal: To embrace diversity in fostering communities of faith

Readings Required:

Inclusion, all
Eric Law's "Mutual Invitation" summary sheet posted on Angel/ lessons/ class assignments

Print or bring your laptop so you have the SMALL GROUP EXERCISES document with you. This document is found in Angel/ lessons/ class assignment items. You will need this for every session and every day.

BY 4am June 29, post your SECOND CONTRIBUTIONS ON ANGEL (See syllabus.)

CLASS FIVE: PLANNING AND DECISION MAKING

Goal: To understand the value and dynamics of a group's planning, decision making and agenda setting processes.

Readings Required:

Sofield, Hammett, Juliano, chapters 9, 10, 14 & 15. OR Turner, chapters 5 & 6;

Assignments:

Print or bring your laptop so you have the SMALL GROUP EXERCISES document with you. This document is found in Angel/ lessons/ class assignment items. You will need this for every session and every day.

By end of class Five turn in final Goals and Objectives (See Syllabus.)

CLASS SIX: PLANNING AND DECISION MAKING

Goal: To understand the value and dynamics of a group's planning, decision making and agenda setting processes.

Readings Required: Same as previous session

Assignments: Turn in assessment of power in your small group found in SMALL GROUP EXERCISES document close to Session Six.

Print or bring your laptop so you have the SMALL GROUP EXERCISES document with you. This document is found in Angel/ lessons/ class assignment items. You will need this for every session and every day.

CLASS SEVEN: COMMUNICATION AND CONFLICT

Goal: To identify styles of conflict, and specifically what works and what obstructs conflict resolution or management.

Readings Required:
Sofield, chapters, 7-8, 16, 17
Turner, chapter 4
Arrien OR Parry, all
]
Assignments:
Ponder your own conflict style; think of a conflict you recently had and describe it- the data, facts, interactions, etc. Try to recreate the actual physical scene, and then move to what "triggered" your reaction to conflict and what it takes for you to reconcile, ameliorate, or solve the conflict. Be prepared to share parts of this in the small group in class.

Print or bring your laptop so you have the SMALL GROUP EXERCISES document with you. This document is found in Angel/ lessons/ class assignment items. You will need this for every session and every day. You will find a Conflict Story Reflection outline close to Sessions seven and eight.

CLASS EIGHT: COMMUNICATION AND CONFLICT

Goal: To identify styles of conflict, and specifically what works and what obstructs conflict resolution or management.

Readings Required:
Same as Class Seven

Print or bring your laptop so you have the SMALL GROUP EXERCISES document with you. This document is found in Angel/ lessons/ class assignment items. You will need this for every session and every day.

You will need several items for the last class session. Please consult the Small Group Exercises document as well as the syllabus. You will need to give every student in your small group:

1.) A completed assessment of their work as facilitator in your group
2.) A completed assessment of their work as participant in your group
3.) A symbol/ metaphor celebrating their contribution to the group

CLASS NINE: CLOSING AND EVALUATING

Goal: To provide feedback to group members about their contributions to the group;
To close the group.
To examine importance of closing groups

Readings Required: All Completed

Assignments: Assignments:

Look at the group process for this class session and come prepared to participate fully.
Print or bring your laptop so you have the SMALL GROUP EXERCISES document with you. This document is found in Angel/ lessons/ class assignment items. You will need this for every session and every day.

1.) A completed assessment of each group member's work as facilitator in your group
2.) A completed assessment of each group member's work as participant in your group
3.) A symbol/ metaphor celebrating each group member's contribution to the group

FINAL PAPER AND GRADE RATIONALE DUE IN DR. CALLAHAN'S BOX BY JULY 8.

STUDENT SURVEY FOR THE FOSTERING COMMUNITIES OF FAITH COURSE

Please complete and hand in at the first class session

Name:_____ Program _____

1. What is your most effective communication skill? _____

2. How do you know this is true? _____

3. What I hope to get out of this class is _____

_____

4. One specific skill I want to learn/hone is: _____

_____

5. One thing I am anxious about or afraid of (regarding this class) is _____

_____

6. The specific group(s) I have facilitated include: _____

_____

7. Some groups I might facilitate or participate in the future are: _____

_____

8. One of my best experiences of a small group was _____

_____

9. What made it especially good was _____

_____

10. One of my worst group experiences was _____

_____

[Remember to change names and locations to protect confidentiality in story-telling.]

12. Looking back at your worst experience, what suggestions could you offer the facilitator/leader that could have improved the experience? _____

_____

_____

13.What values do you bring to fostering communities of faith? Please mention why these values are important to you_____

_____

_____

14. What is your experience with diverse people in faith communities?_____

_____

_____

16. What do you most want me to know about you as we begin this course?_____

_____

_____

STRATEGIES FOR DEVELOPING GOALS AND OBJECTIVES

Assignment: Please write one or two goals with appropriate objectives for your intentional growth as an effective group leader/participant during the

Why Goals and Objectives?
Organizations, teams, families, students, and groups set goals to guide their time together. ***Goals*** help individuals move intentionally toward a vision. That vision can be as simple as a family vacation or as complex as creating a new world order. Goals are broad statements about what the vision is—what someone wants to accomplish. In other words, goals answer the question "WHAT are we (am I) going to do?" While they may be long-tem in nature, please develop your personal goals for the duration of the quarter.

Objectives are measured steps toward achieving a goal. These are smaller, incremental advances. Objective statements usually answer the question, "HOW will we (I) make the goal a reality?" One way to remember the components of an objective is by using the acronym SMART. Effective objectives are **S**pecific, **M**easurable, **A**chievable, **R**esponsibilities-identified, and **T**ime-bound. (SMART!)

As a student in a course, you receive a vision about what the faculty and the university hope you will learn. I have provided you with an extensive syllabus based on competencies. The document presents my *vision* of the course. Notice the weekly topics or *goal* that will help us reach the vision for the course.

As an effective leader, you set and will continue to set goals. Peter F. Drucker sums up the essence of effective leadership in terms of the leader's ability to name an organization's mission and then set the goals and the priorities to accomplish it (*Managing the Future*, p. 21). As you anticipate this course, design goals and objectives that will assist you in organizing your own learning. As you look at the stated competencies of the *Fostering Communities of Faith* course, identify one or two areas in which you perceive a need to grow, deepen, or develop your understanding or skill levels. Use these needs to help you define what you hope to gain from your reading, reflection, class time, and interaction with others in the course. Many of us participate in groups daily. Our families, friends, and co-workers supply unlimited group experiences for us. The following explanation and examples are intended to help you write specific goals and objectives to assist your becoming an intentional learner in those groups this quarter.

GOAL – WHAT (THE VISION)

Goals are broad-based but clear. A person is best served by choosing only one or two goals to work on at a time. This allows individuals to be intentional and focused about their learning. Remember, a goal is an attainable, intended outcome that is simply written. It must be manageable. For this course, it must be manageable in the time allotted for the course.

OBJECTIVES –HOW (THE STEPS YOU WILL TAKE TO ACHIEVE THE VISION)

An objective is specific, measurable, tangible, and under the effective control or influence of the one setting the goals. Objectives allow us to measure our progress by establishing limits and boundaries. To help you remember all of these items, the acronym SMART is useful. Objectives are **S**pecific, **M**easurable, **A**chievable, **R**esponsibilities-identified, and **T**ime-bound. (SMART!)

EXAMPLES

Goal 1: "To *increase my skill in reflecting on group process* so that I can be a better participant and facilitator."

Objectives:

1. Each week I will use the suggested journaling questions to write about the processes that I observed. I will chart my own feelings and responses to the processes.
2. During our small group sessions each week, I will be particularly attentive to body language, noting what I respond to as it happens, and reflecting upon my response. I will include these reflections in my journal.
3. During our small group sessions each week, I will check with the group about how each feels the process is going. I will use paraphrasing and summarizing skills.
4. Twice during the quarter I will check out my perceptions by asking [name the individual] for feedback. I will adjust my process if my perceptions and his/hers differ greatly.

Goal 2: To *deepen my skill and comfort level* in participating in and leading more highly diversified small groups.

Objectives:

1. By the fourth week, I will have read at least one article and one book that consider personality and diversity issues. As a result of such reading, I will, by the end of this course, identify challenges and growth areas to continue to address in my process.
2. I will add the concept of *co-culture* to my journal questions. Thus, each week I will ask myself "What co-cultural lenses are contributing to the feelings, assessments, or evaluations I just recorded?"
3. I will practice my skills of attending to individuals, checking out assumptions, being present, and developing acceptance and trust in all the group sessions. I will ask[name] to give me feedback each week about his/her observations of my skill level in these areas.

These samples suggest the variety of strategies a person could use to accomplish a goal within the context of our course. Two goals with two objectives or one goal with three or four objectives will be adequate. ***Please notice that each set of objectives includes a feedback person to assist in achieving the goals. This strategy is to be included in your goals and objectives as well.***

GRADING RUBRIC FOR POSTING ON COMMUNITY

Introduction

10 9 8	7 6 5 4`	3 2 1 0
Very Effective: introduces main points; explains questions and topics to be addressed; ends with thesis statement; provides needed context.	Generally effective but some problems: weak thesis statement; unfocused problem or contribution statement; unclear or tensionless thesis statement; need more cues about direction and purpose of contribution.	Ineffective: may lack thesis statement; may fail to provide initial context or focus; unclear problem or thesis or contribution to the discussion; reader has no cues about the direction and purpose of the contribution.

Overall quality of ideas and argument

30 27 24	21 18 15 12	9 6 3 0
Overall argument is effective and clear; strong thesis; original or challenging insight; effective evidence and support; appropriate complexity of thought; anticipates others' views.	Generally clear and effective; some problems- some unclarity; less original or fewer original insights; occasional gaps in evidence or reasoning; may neglect alternative views	Frequently unclear or ineffective; significant gaps in reasoning or evidence; ideas undeveloped; thin or superficial, little or no attention to alternative views

Names your own experience

25 23 19	18 15 10	9 6 3 0
Clearly reflects your own experience; uses "I" statements without blaming or judging others' experience; demonstrates reflection on the experience with some original images, concrete description, attention to both sensate detail and feelings during the experience; respect for confidentiality as appropriate; obvious and coherent connection of your experience to the topic you are addressing.	Generally rooted in your experience but some problems in naming your own reality through some generalizations, some potential blaming or judging words or phrases. Less rooted in your own description of sensate detail, images or metaphors that may be more global and less original, or communicative of your experience. Less connection of your experience to the topic you are addressing.	Frequently expressed in generalities; uses global statements that include others' experiences rather than your own; not as reflective of your concrete experience; little or no connection to the topic you are addressing; may contain more judgment, blame or arrogance in the text.

Relates to the research, reading, faculty presentations, and peer conversations

35 30 27	26 24 16	15 10 0
Very effective: relates your experience to the reading of the course, the faculty presentations and the peer exchanges. Demonstrates original synthesis; well-organized; good management of old and new information; effective transitions; points are effectively developed and supported with evidence; reader doesn't get lost; good use of sources; appropriate amount of relying on others' points of view to support your thesis.	Generally effective: at times relates your experience to the reading, the faculty presentations, and the peer exchange. May omit one or another of these research sources. Synthesis less comprehensive, or original. Reader occasionally gets lost because of confused organization, unfocused paragraphs, or weak transitions. Textual support may be weak or thin, or may rely on too long quotes.	Ineffective with over-emphasis on personal experience or on stringing too many experts' quotes together. Reader often lost because of organizational problems. Lack of effective textual detail, little or no synthesis. Frequent violation of grammatical rules.

Name: _____

Grade: _____

GRADING RUBRIC FOR WEB RESPONSES

Demonstrates Understanding of Peer's posting

35 30 26	25 20 15	14 10 3 0
Summarizes or paraphrases key ideas peer shared; demonstrates attention to underlying issues or subtexts within peer's posting; acknowledges statements peer shared in posting; demonstrates thorough understanding of the peer without blaming or judging.	Some attention to summarize or paraphrase key ideas peer shared; at times attends to underlying issues or subtexts within peer's posting; acknowledges parts of peer's statements; demonstrates partial understanding of the peer may include some blaming or judging phrases or words or ideas.	Frequently unclear or ineffective; significant gaps in reasoning or evidence; ideas undeveloped; thin or superficial, little or no attention to peer's views. Unclear connection to previous responses and initial posting.

Names your own experience

30 27 24	21 18 15 12	9 6 3 0
Clearly reflects your own experience; uses "I" statements without blaming or judging others' experience; demonstrates reflection on the experience with some original images, concrete description, attention to both sensate detail and feelings during the experience; respect for confidentiality as appropriate; obvious and coherent connection of your experience to the topic you are addressing. Clear connection to previous responses and initial posting.	Generally rooted in your experience but some problems in naming your own reality through some generalizations, some potential blaming or judging words or phrases. Less rooted in your own description of sensate detail, images or metaphors that may be more global and less original, or communicative of your experience. Less connection of your experience to the topic you are addressing. Less clear connection to previous responses and initial posting.	Frequently expressed in generalities; uses global statements that include others' experiences rather than your own; not as reflective of your concrete experience; little or no connection to the topic you are addressing; may contain more judgment, blame or arrogance in the text. Unclear connection to previous responses and initial posting.

Relates to the research, reading, faculty presentations, and peer conversations

35 30 26	25 20 15	14 10 3 0
Very effective: relates your experience to the reading of the course, the faculty presentations and the peer exchanges. Demonstrates original synthesis; well-organized; good management of old and new information; effective transitions; points are effectively developed and supported with evidence; reader doesn't get lost; good use of sources; appropriate amount of relying on others' points of view to support your thesis. Clear connection to previous responses and initial posting.	Generally effective: at times relates your experience to the reading, the faculty presentations, and the peer exchange. May omit one or another of these research sources. Synthesis less comprehensive, or original. Reader occasionally gets lost because of confused organization, unfocused paragraphs, or weak transitions. Textual support may be weak or thin, or may rely on too long quotes. Less clear connection to previous responses and initial posting.	Ineffective with over-emphasis on personal experience or on stringing too many experts' quotes together. Reader often lost because of organizational problems. Lack of effective textual detail, little or no synthesis. Frequent violation of grammatical rules. Unclear connection to previous responses and initial posting.

Name: _____

Grade: _____

GRADING RUBRIC FOR FINAL PAPER

Introduction

10 9 8	7 6 5 4`	3 2 1 0
Very Effective: introduces main points; explains questions and topics to be addressed; ends with thesis statement; provides needed context.	Generally effective but some problems: weak thesis statement; unfocused problem or contribution statement; unclear or tensionless thesis statement; need more cues about direction and purpose of contribution.	Ineffective: may lack thesis statement; may fail to provide initial context or focus; unclear problem or thesis or contribution to the discussion; reader has no cues about the direction and purpose of the contribution.

Overall quality of ideas and argument

30 27 24	21 18 15 12	9 6 3 0
Overall argument is effective and clear; strong thesis; original or challenging insight; effective evidence and support; appropriate complexity of thought; anticipates others' views.	Generally clear and effective; some problems- some unclarity; less original or fewer original insights; occasional gaps in evidence or reasoning; may neglect alternative views	Frequently unclear or ineffective; significant gaps in reasoning or evidence; ideas undeveloped; thin or superficial, little or no attention to alternative views

Names your own experience

30 27 24	21 18 15 12	9 6 3 0
Clearly reflects your own experience; uses "I" statements without blaming or judging others' experience; demonstrates reflection on the experience with some original images, concrete description, attention to both sensate detail and feelings during the experience; respect for confidentiality as appropriate; obvious and coherent connection of your experience to the topic you are addressing.	Generally rooted in your experience but some problems in naming your own reality through some generalizations, some potential blaming or judging words or phrases. Less rooted in your own description of sensate detail, images or metaphors that may be more global and less original, or communicative of your experience. Less connection of your experience to the topic you are addressing.	Frequently expressed in generalities; uses global statements that include others' experiences rather than your own; not as reflective of your concrete experience; little or no connection to the topic you are addressing; may contain more judgment, blame or arrogance in the text.

Relates to the research, reading, faculty presentations, and peer conversations

30 27 24	21 18 15 12	9 6 3 0
Very effective: relates your experience to the reading of the course, the faculty presentations and the peer exchanges. Demonstrates original synthesis; well-organized; good management of old and new information; effective transitions; points are effectively developed and supported with evidence; reader doesn't get lost; good use of sources; appropriate amount of relying on others' points of view to support your thesis.	Generally effective: at times relates your experience to the reading, the faculty presentations, and the peer exchange. May omit one or another of these research sources. Synthesis less comprehensive, or original. Reader occasionally gets lost because of confused organization, unfocused paragraphs, or weak transitions. Textual support may be weak or thin, or may rely on too long quotes.	Ineffective with over-emphasis on personal experience or on stringing too many experts' quotes together. Reader often lost because of organizational problems. Lack of effective textual detail, little or no synthesis. Frequent violation of grammatical rules.

Name: _____

Grade: _____

ESSENTIALS OF FEEDBACK PROCESSES

(Adapted from materials from the Center for Creative Leadership, 1988 and from Cohen, A.R., Fink, S.L., Gadon, H., and Williams, R.D. (1988). *Effective Behavior in Organizations* (4th ed.). Homewood, IL: Irwin, p. 292.)

Feedback refers to the process of giving someone accurate information about the impact of his or her behavior on you, other people, and/or the completion of a task.

We give feedback all the time, it is the method we use to change behavior, improve performance, deal with stress, and enrich relationships.

To be helpful, feedback intends to (a) motivate the receiver to continue effective behavior; (b) supply information that will help solve a problem; (c) enable the person to become more effective. The feedback process is a mutual exchange in which some level of trust is established, the recipient of the feedback is open to hearing and receiving the input, and the feedback giver is intending to be helpful.

Good feedback is analogous to holding up a mirror so that individuals can see themselves as others see them. This can help them learn how their actions have been affecting others. The feedback giver offers perceptions and describes feelings in a nonjudgmental manner, so that the recipient can use what they find appropriate for change.

GUIDELINES FOR GIVING FEEDBACK:

1. *Examine your own motives*. Be sure your intention is to be helpful. "Create in me a Clean Heart, O God."
2. *Consider the receiver's readiness to hear your feedback*. Feedback is most useful when someone seeks it, rather than when it is volunteered.
3. *Give feedback promptly*. Feedback close to the event has a better chance for being concrete, "in the moment", and accessible.
4. *Be descriptive rather than evaluative.* Use your best Pastoral Care Skills to name the reality, as Angeles Arrien says "without blame or judgment." (e.g. "You interrupted me and that frustrates me, because I lose track" is descriptive; "You were rude" is evaluative.)
5. *Deal in specifics, not generalities.* Global statements do not help in identifying the specificity of the behavior. (e.g. "You interrupted me when I was reviewing. . ." rather than "You try to hog all the air time.")
6. *Offer feedback, do not try to impose it.* Feedback is ultimately a gift that a person can choose to explore, change, or ignore. The one giving the feedback must remain unattached to the outcome.
7. *Offer feedback in a spirit of tentativeness.* Feedback is one person's experience, that of the one giving the feedback. It is truth as that one person experiences it. One person's experience is not ultimate truth, so the humility of acknowledging that goes a long way with the one hearing and receiving the feedback.
8. *Be open to receiving feedback yourself.* The process of feedback works best when it is mutual.
9. *Avoid overload.* Discern what is most important, changeable and helpful. Acknowledging your own care for the receiver helps in monitoring overload.

RECEIVING FEEDBACK

1. Listen Carefully
2. Try not to become defensive; mentally note questions or areas that need clarification.
3. Paraphrase what you hear.
4. Ask questions for clarification and request examples if the information is unclear or if you disagree. Paraphrase the answers you receive.
5. Carefully evaluate the accuracy of the information and its potential value.

6. Gather additional information from other sources or by observing your behavior and others' reaction to it.

STMM 554 Fostering Communities of Faith

Feedback for Student Participation in Small Group Work from: _____

Name:_____As a PARTICIPANT in the group you demonstrated:

Attitude/ Skill	1 N/A	2 Little/no Evidence or Used to Excess	3Good / Some evidence/Used on occasion	4 Excellent evidence/ Used well
OPENESS: Suspend judgment of differing points of view Invitation of difference Willingness to engage multiple perspectives Willingness to negotiate change of self				
USE of "I" Statements: Spoke for yourself Resisted including unnamed others as allies to enhance your power Spoke your truth without blaming or judging others Took responsibility for your own ideas, feelings, opinions, interpretations				
EMPATHY: Acknowledged when you heard another's point of view Acknowledged your care for another's feelings, viewpoint, experience Demonstrated your understanding of another's experience from their experience Evidenced capacity to understand the situation of another				
INITIATING: Proposed tasks, goals or actions in the group Defined group problems Suggested procedures for group process				
CONSENSUS TAKER: Asked to see whether group nearing a decision "sends up trial balloons" to test possible solutions				
ENCOURAGER: Acts friendly, warm, and responsive to others Indicates by facial expression or remarks acceptance of others' contributions				
COMPROMISER: Offers suggestions that helped the group move forward by combining aspects of varying opinions Modified ideas and solutions to help move the group forward				
INFORMATION and OPINION SEEKING: Asked for factual clarification Requested facts pertinent to the discussion Asked for clarification of the values pertinent to the topic under discussion Asked questions regarding values involved in alternative suggestions				

Attitude/ Skill	**1 N/A**	**2 Little/no Evidence or Used to Excess**	**3Good / Some evidence/Used on occasion**	**4 Excellent evidence/ Used well**
CLARIFYING: Interpreted ideas or suggestions Defined terms Clarified issues before the group Clears up confusion				
PARAPHRAZING: Attempted to "play back to the speaker what has been said in his or her own words." Restating a person's contribution showing careful listening "checking in with the speaker" to ensure understanding of what the speaker said				
SUMMARIZING: Pulled together related ideas Restated suggestions Offered decisions or conclusions for the group to consider				
REALITY TESTING: Offered critical analyses of ideas Tested ideas against data to see if the ideas would work Invited people to offer their rationale for their contribution				
ORIENTER: Defines the Position of the group with respect to its goals Points to departures from agreed-on directions or goals Raises questions about the directions pursued in group discussion				
HARMONIZER: Attempted to reconcile differences Reduced tension Helped people explore differences Honored different points of view				
STANDARD SETTER: Expressed standards for the group to achieve Applied those standards in evaluating the quality of the group experience Attended to time- start and end Ensured all people participated				
RAMBLER: On the basis of a word or experience, moved the group off-track Offered seemingly unrelated material to the group based on a particular word or aspect of another's story or contribution				
DOMINATOR: Sought to control the group through talking over and more than others Sought to control the group through naming your ideas and holding to them as the best				
FOLLOWER: Passively accepted ideas of others Served as an audience in group and in decision making				
MANIPULATOR: Sought to control the group through your silence, body				

posture, participation level				

STMM 554 Fostering Communities of Faith
Feedback for Student Participation in Small Group Work from: _____
Name:_____As a FACILITATOR you demonstrated:

Attitude/ Skill	1 N/A	2 Little/no Evidence or Used to Excess	3 Good / Some evidence/ Used on occasion	4 Excellent evidence/ Used as appropriate
OPENESS: Suspend judgment of differing points of view Invitation of difference Willingness to engage multiple perspectives Willingness to negotiate change of self				
USE of "I" Statements: Spoke for yourself Resisted including unnamed others as allies to enhance your power spoke your truth without blaming or judging others Took responsibility for your own ideas, feelings, opinions, interpretations				
EMPATHY: Acknowledged when you heard another's point of view Acknowledged your care for another's feelings, viewpoint, experience Demonstrated your understanding of another's experience from their experience Evidenced capacity to understand the situation of another				
INITIATING: Proposed tasks, goals or actions in the group Defined group problems Suggested procedures for group process				
INFORMATION and OPINION SEEKING: Asked for factual clarification Requested facts pertinent to the discussion Asked for clarification of the values pertinent to the topic under discussion Asked questions regarding values involved in alternative suggestions				
CONSENSUS TAKER: Asked to see whether group nearing a decision "sends up trial balloons" to test possible solutions				
ENCOURAGER: Acts friendly, warm, and responsive to others Indicates by facial expression or remarks acceptance of others' contributions				
MANIPULATOR: Sought to control the group through your silence, body posture, participation level				
FOLLOWER: Passively accepted ideas of others Served as an audience in group discussion and decision making				

Attitude/ Skill	**1 N/A**	**2 Little/no Evidence or Used to Excess**	**3 Good / Some evidence /Used on occasion**	**4 Excellent evidence/ Used as appropriate**
CLARIFYING: Interpreted ideas or suggestions Defined terms Clarified issues before the group Clears up confusion				
PARAPHRAZING: Attempted to "play back to the speaker what has been said in his or her own words." Restating a person's contribution showing careful listening "checking in with the speaker" to ensure understanding of what the speaker said				
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