Garrett-Evangelical Theological Seminary
Course # (1.5 credits)
Master of Arts in Public Ministry (MAPM)
"Liberative Listening and Learning Lab" (L4)
PM-678 & PM-679
Fall 2025 & Spring 2026

SYLLABUS

Course Details

Course modality:	Blended Synchronous
In-Person Location:	TBD
Course times:	1st and 3rd Wednesdays (Sept., Oct., Nov.) 1:00 – 4:00 p.m. (Central Time)
Course Dates Fall 2025:	Sep. 3 and 17, Oct. 1 and 15, Nov. 5 and 19
Course Dates Spring 2026:	*Feb. 4 and 18, Mar. 4 and 18, Apr. 1 and 15*

Instructor

Dr. Mai-Anh Le Tran
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Appointments by email

Course Description

(Paragraph for Catalog)
This course is a year-long, two-semester introduction to and cohort formational accompaniment for the Master of Arts in Public Ministry (MAPM) degree. Its goals are: (a) to present broad multidisciplinary grounding for the theories and practices introduced in the MAPM program; (b) to provide space for personal and spiritual formation, vocational discernment, professional development and mentoring through cohort learning; and (c) to cultivate basic skills for action-reflection praxis, which are essential to social justice ministry, education, and leadership.

(Additional explanatory notes for Syllabus)
As a "liberative learning and listening lab" (L4), this course is guided by the following assumptions:

1. Cohort formation in a community of mutual support and participatory learning is integral to the degree program. Orientation to this community includes understanding the core values, aims, and methodologies that structure the degree. The cohort becomes a community of practice that fosters both personal and other awareness and builds competencies for collaborative engagement throughout the program.
2. Becoming an effective minister or religious professional in multiple publics requires critical awareness of one's vocational calling, one's personal and spiritual temperaments, and one's capacities to co-create and communicate a compelling, faith-rooted vision of social change with diverse constituents.

3. Professional preparation requires diverse knowledge-bases, specialized skills, and connection to important networks and resources to secure employment upon graduation. L4 as "laboratory" provides students structured opportunities for spiritual, personal, vocational, and professional development, degree capstone project preparation, and career planning.

Student Learning Outcomes (SLOs)

By the end of successful completion of the two L4 semesters, participants will be able to:

1. Articulate a theologically, biblically, contextually rooted vocational narrative that reflects critical self and other awareness, understanding of one's social identity/location and personal/spiritual temperaments, and spiritual grounding for a vocation in public ministry, education, and leadership. (This SLO aligns with MAPM degree outcome #3.)
2. Identify and develop one's own approach to multi-/inter-disciplinary methods, models, and traditions for analyzing social contexts, structures, and systems as they intersect to advance or inhibit individual, communal, societal, and planetary flourishing. (This SLO aligns with MAPM degree outcomes #1-2.)
3. Select and make use of specific tools, skills, and resources needed for professional development of self as leader in public ministry and education. (This SLO aligns with MAPM degree outcomes #1-3.)
4. Describe an orienting public concern that will serve as the focus of their Public Ministry Project and advance their preparations for a project-based Public Ministry Portfolio, which will be completed throughout the second year of their program. (This SLO aligns with MAPM degree outcome #6.)

Readings for Fall & Spring (available on LMS or library course reserve)

Adams, Maurianne, Warren J. Blumenfeld, D. Chase J. Catalano, Keri Dejong, Heather W. Hackman, Larissa E. Hopkins, Barbara Love, Madeline L. Peters, Davey Shlasko, and Ximena Zuniga, eds. *Readings for Diversity and Social Justice*. 4th ed. New York: Routledge, 2018. (ISBN: 9781138055285; price on routledge.com $61.59)

Asset-Based Community Development Institute. *Asset-Based Community Development Institute*. Accessed February 27, 2025. https://abcdinstitute.org/.

Boys, Mary C. "Education for Citizenship and Discipleship." New York: Pilgrim Press, 1989. (ISBN: 0829807969; use library copy)

Brown, Lerita Coleman. *What Makes You Come Alive: A Spiritual Walk with Howard Thurman*. Minneapolis: Broadleaf Books, 2023. (ISBN: 9781506474656; price on broadleafbooks.com $26.99)

Cahalan, Kathleen A. *Introducing the Practice of Ministry*. Collegeville, Minn: Liturgical Press, 2010. (ISBN: 9780814631690; price on litpress.org $24.95)

Miller-McLemore, Bonnie J., ed. *The Wiley-Blackwell Companion to Practical Theology*. Oxford: Blackwell Publishing, 2012. (Online access available from Styberg Library, with Garrett log-in. ISBN: 978-1-118-72409-5; price on wiley.com $62.95)

Palmer, Parker J. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. 2nd ed. Hoboken: Wiley, 2010. (ISBN: 978-1-119-41411-7; ebook price on wiley.com $19.00)

Wong, Maria Liu. *On Becoming Wise Together: Learning and Leading in the City*. Grand Rapids: Eerdmans, 2023. (ISBN: 9780802879066; price on eerdmans.com $19.00)

Supplemental Resources

The Martin Luther King, Jr. Research and Education Institute at Stanford University: https://kinginstitute.stanford.edu/
The US Institute of Peace: https://www.usip.org/
The Leadership Circle Self-Assessment Tool: https://leadershipcircle.com/free-self-assessment/
The Enneagram Institute: https://www.enneagraminstitute.com/
Barrett Values Center: https://www.valuescentre.com/
The Via Institute on Character: https://www.viacharacter.org/
The Institute for Health and Human Potential: https://www.ihhp.com/

Assignments
(NB: See "Course Schedule" below for further explication.)

Fall 2025

1. Posterboard (digital or print) on call, vocation, charism.
2. LCP 360 Self-Assessment Tool.
3. Attend one training, workshop, or conference event, as they are available in the semester at Garrett or local to your community or context. Write 2-page (single-spaced) analysis & reflection for discussion.
4. "Asset Mapping Tools for Discovering Individual Gifts & Skills" worksheet.
5. "Contextual and Community Analysis" exercise found on Moodle. Write 2-page (single-spaced) on findings, with reflection.

Spring 2026

1. 2-minute elevator speech on orienting issue.
2. 5-minute recorded video TED Talk on vision for social change.
3. Interview with religious leaders/professionals with relevant expertise. Provide 2-page (single-spaced) written reflection on learnings.
4. Attend one training, workshop, or conference event, as they are available in the semester at Garrett or local to your community or context. Bring 2-page (single-spaced) analysis & reflection for discussion.
5. Presentation of preliminary project/portfolio ideas.

Grade/Learning Assessment

L4 is a Pass/Fail course. All assignments must be completed satisfactorily to Pass.

Participants will be evaluated based on the following:

- ☐ Full attendance in all sessions and active participation in the activities.
- ☐ Demonstrated familiarity with the assigned readings in discussion and written reflections.
- ☐ Satisfactory completion of the assignments, workshop activities, in-class reflective exercises. Evaluative rubrics will be provided for relevant assignments on Moodle.

COURSE SCHEDULE FOR FALL 2025

Date	Key Themes/Activities	Readings	Assignments Due
Sess.1 9/3/25	Introduction to program & each other. Group covenant. Spiritual practice. Thurman's "Sound of the genuine." Coleman's "What makes you come alive?"	Howard Thurman, "The Sound of the Genuine," Baccalaureate speech at Spelman College, May 4, 1980. Audio & transcript: https://thurman.pitts.emory.edu/items/show/838	
Sess.2 9/17	Call, vocation, charisms. Sources of call: God, church, community local/global, earth.	Selections from Cahalan, *Introducing the Practice of Ministry*	Posterboard (digital or print) on call, vocation, charism.
Sess.3 10/1	Formation of the leader & nature of leadership. Personal & spiritual temperaments. Palmer's inner landscape of the teacher/leader.	Selections from Wong, *On Being Wise Together* Selections from Palmer, *The Courage to Teach* (See also https://www.acgme.org/initiatives/awards/parker-j-palmer-courage-to-lead-award/)	LCP 360 Self-Assessment Tool. Bring results to session for discussion.
Sess.4 10/15	Field learning, workshops, lab learning through Garrett's Centers and Evanston/Chicago opportunities.	"Conceptual Frameworks in Readings for Diversity and Social Justice" (pages 1- 56)	Attend one training, workshop, or conference event, as they are available in the semester at Garrett or local to your community or context. Bring 2-page (single-spaced) analysis & reflection for discussion.

Sess. 5 11/5	Practice methods/skills for contextual analysis: Social location; asset-mapping; Gimba walk.	Asset-Based Strategies for Faith Communities PDF & web resources	Complete steps #1-4 of "Asset Mapping Tools for Discovering Individual Gifts & Skills" worksheet. Bring your write-up for group reflection & discussion.
Sess.6 11/19	Continue practicing methods/skills for contextual analysis.	*Wiley-Blackwell Companion to PT*: Ch. 21, "Ethnography" (Moschella) Ch. 22, "Participatory Action Research" (Conde-Frazier) Ch. 23, "Theories of Practice" (T. Smith)	Complete the "Contextual and Community Analysis" exercise found on Moodle. Bring 2-page (single-spaced) findings/reflection to session.

COURSE SCHEDULE FOR SPRING 2026
(NB: readings & assignments to be further developed in Fall 2025, before registration for spring)

Date	Key Themes/Activities	Readings	Assignments Due
Sess.7 2/4/26	Identify orienting issue. MAPM Portfolio development.	Selections from Boys, "Education for Citizenship and Discipleship."	2-minute elevator speech on orienting issue.
Sess.8 2/18	Articulate theological, biblical, ethical vision for social change.	Selections from Brown, *What Makes You Come Alive*; Wong, *On Being Wise Together*	5-minute recorded video TED Talk on vision for social change.
Sess.9 3/5	Draft proposal for interdisciplinary project-based engagement with orienting issue, with identified methods/models/tools for analysis and action.	Selections from *Readings for Diversity and Social Justice*	Interview with religious leaders/professionals with relevant expertise. Provide 2-page written account of learnings.
Sess.10 3/18	Continue with previous work. Engage concentration advisors and MAPM/MAFCEL grads.	Selections from Wiley-Blackwell Companion; Palmer, *The Courage to Teach*	Attend <u>one</u> training, workshop, or conference event, as they are available in the semester at Garrett or local to your community or context. Bring 2-page (single-spaced) analysis & reflection for discussion.
Sess.11 4/11	Explore different kinds of projects & modes of public	N/A	Presenting preliminary project/portfolio ideas.

	communication/dissemination (e.g., website, film, concept paper, grant proposal, political campaign strategy, PAR project, community training program, church educational literature, etc.)		
Sess.12 4/15	Closing celebration. What to anticipate for Year 2.	N/A	Presenting preliminary project/portfolio ideas.

NB: The syllabus and course schedule are subject to change in the interest of the cohort learning experience.

Academic Policies

All students are required to abide by the academic policies detailed in the Academic Handbook for the current academic year. The following policies are of particular importance to the successful completion of one's coursework:

Writing

- **Academic integrity and plagiarism:** (See 2425 Handbook, 13, 69-75) All professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.
- **Writing and citations:** The Turabian Manual for Writers and the Chicago Manual of Style footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online here. In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (2425 Handbook, 71)
- **Writing Support:** The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See https://www.garrett.edu/student-life/student-services "Writing Center" for more detailed information.

Attendance and Class Participation

- **Inclusivity/Diversity:** The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected, and ideas are to be freely discussed. All participants in the teaching-learning process have an obligation to honor and respect varying perspectives on relevant issues. (See 2425 Handbook, 10-11)
- **Attendance:** Please note that timely and full attendance in all meeting dates is required for a Passing grade. In case of emergency, please contact instructor to discuss implications for completion of the course.

- **Multimedia engagement:** Participants are welcome to use electronic devices for the purposes of engaging with one another and with class materials during our blended synchronous sessions. Please be respectful of our experience by not conducting personal business during class meeting times.
- **Online etiquette:** Virtual attendees should be present with their videos "on" whenever possible, and microphones "off" when not speaking to avoid audio feedback. Should there be urgent matters on your end which require you to go off camera, please let instructor know of your situation. Participants should not remain off camera for an entire class session or join the virtual class only on their mobile phone.
- **Video recordings of class sessions:** Online class sessions will be recorded and kept on Teams for participants to review as needed. If class discussions touch upon sensitive topics, we will remind each other to pause the recording as appropriate.

Academic Accommodations

- Garrett-Evangelical Theological Seminary is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact the Director of Academic Support and Student Thriving (melanie.baffes@garrett.edu or 847-866-3869) to get started with the established accommodation process. If you are a continuing student who has already established accommodations with Student Access, you should receive a copy of your access letter at the start of the semester when it is emailed to the faculty member of each course you are enrolled in. Please contact your instructors prior to the first class session so the instructor can work with you to implement your disability accommodations. Disability information, including academic accommodations as part of a student's educational record, is confidential under FERPA regulations, so no one other than the access coordinator, Academic Affairs staff, and your professors will see your accommodation letter (2425 Handbook, 13).

- **Late Assignments & Extensions:** Without approved accommodations, late assignment submissions are <u>not accepted</u> for the sake of our collaborative, cohort learning experience. Unexcused lateness of assigned work will result in failure of the course.

AI Policy

This course uses AI in the following ways:

<u>Not</u> Allowed	Allowed with appropriate acknowledgment	Allowed and no acknowledgement needed
Generative AI help with <u>writing</u> (paraphrasing, summarizing, generating language for assignments)	Language translation Language assistance for non-native English speakers Editing, polishing, or revising paper drafts Proofreading Generative AI help with <u>papers</u> (generating topics, ideas, outlines, arguments)	Presentation design Citation generation Research Note-taking Generative AI help with <u>reading</u> (summarizing or outlining reading assignments)

You must consult the professor(s) for uses not mentioned above.
To properly cite the use of AI in Chicago/Turabian style, access this link: https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html.

HSR principles for classroom Projects (from HSC's Policies & Procedures)

All courses requiring research with human subjects must include the Research Risk Assessment Rubric in the syllabus and time should be taken in class for the instructor to make Students aware of the possible risks of doing research with human subjects.

In general, classroom research projects will not need to be reviewed by the Human Subjects Research Review Committee because they present low risks to the human subjects. Examples of projects which involve low risk include:

a) Recording of data from Subjects 18 or older using non-invasive procedures.
b) Anonymous voice recordings for research purposes.
c) Participation observation in a public venue such as worship services or other community
d) gathering places.
e) Study of existing data, documents, or records.

In the case that an instructor determines that the risk of the classroom assignment is sufficient to require HSR approval, the instructor will submit the classroom assignment to the HSC for review. Once passed, the assignment will be considered approved for all Students taking the course provided the Students follow the approved protocols.