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Pastoral Care, BTS-5360M (3.0 credit hours)

Canadian Mennonite University: Graduate Course Syllabus
Winter, 2017

Tuesdays, January 7–March 31, 2:30 p.m.–5:15 p.m., in C251

Last day for voluntary withdrawal without academic penalty: March 17.

Instructor: Andrew Dyck, PhD (candidate), VU (Vrije Universiteit) Amsterdam
Assistant Professor of Ministry Studies
Contact info: adyck@cmu.ca
204-487-3300 ext.627
Office B326 (mailbox on office door, and at main reception desk on north campus)

Mission statement of Canadian Mennonite University:

CMU is an innovative Christian university, rooted in the Anabaptist faith tradition, moved and transformed by the life and teachings of Jesus Christ. Through teaching, research, and service CMU inspires women and men for lives of service, leadership, and reconciliation in church and society.

Mission statement of Mennonite Brethren Biblical Seminary Canada:

MBBS exists to educate and equip people who help lead the church in reaching Canada and the world with the good news of Jesus Christ.

Note: this course will also be delivered with a live-stream option for students who live beyond easy driving distance to CMU. They may participate by attending classes in person on campus, or through interactive online live-streaming of class sessions. For students who attend on campus, the class experience will essentially be like that of any other course. Students who join by live-streaming need to study the detailed guidelines and participation requirements in this syllabus' appendix titled "Live-Streamed Courses." When registering to join the course via live-streaming, note that the registration process and fees for live-streamed courses are slightly different than for in-class courses.

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Course Description:

"This course will attend to theoretical and practical issues related to pastoral care among persons in various stages of life, including those who are encountering transitions such as birth, baptism, marriage, career transition, accident, illness, or death. Biblical and theological understandings along with a diversity of resources, methods, and approaches will give insight into effective ways of ministering to others. The course will focus not only on care given by pastors, but also on mutual care offered by people in the congregation" (as posted at www.cmu.ca).

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Objectives of this course:

Students will

- think clearly about pastoral care by generating a biblically-oriented theological understanding for the Christian ministry of pastoral care.
- develop essential pastoral care skills (e.g. listening, praying) by participating in small group activities.
- enrich their empathy for a wide range of people by recognizing stages of faith development and human development.
- utilize their theology, skills and empathy by selecting and assessing suitable pastoral responses to various specific human needs.

Textbooks and reading materials:

Cloud, Henry and John Townsend. *Making Small Groups Work: What Every Small Group Leader Needs to Know*. Grand Rapids: Zondervan, 2003.

Hightower, James E., Jr., ed. *Caring for People from Birth to Death*. New York: Haworth Pastoral, 1999.

Hunsinger, Deborah van Deusen. *Pray Without Ceasing: Revitalizing Pastoral Care*. Grand Rapids: Eerdmans, 2006.

Shelly, Judith Allen. *Spiritual Care: A Guide for Caregivers*. Downers Grove: IVP, 2000.

Other short readings (e.g. articles, book excerpts) will be assigned during the course.

Assignments—Summary:

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| 1. Reading guide for <i>Pray Without Ceasing</i> | 10% | Due: <u>before</u> midnight Jan. 13, 27, Feb. 10, Mar. 2, 16 |
| 2. Personal life story timeline | 5% | Due: 6:00pm on Jan. 14, 28, Feb. 11, Mar. 3, 17, 31 |
| 3. Biblical-Theology paper | 35% | Due: February 25 |
| 4. Congregational leaders abstract and paper | 30% | Due: <u>before</u> midnight March 30; and April 7 |
| 5. 'Book Club' readings | 15% | Due: 6:00pm on March 10 and 24 |
| 6. Participation (self-assessment) | 5% | Due: Throughout |

Assignments—Details:

- | | | |
|--|-----|---|
| 1. Reading guide for <i>Pray Without Ceasing</i> | 10% | Due: <u>before</u> midnight on Jan. 13, 27, Feb. 10, Mar. 2, 16 |
|--|-----|---|

For each assigned portion of Hunsinger's book, prepare a 1¼ -page (375 word) reader's guide. The guide consists of

- a summary of the author's thesis and primary elements for each chapter's argument (total of 1 page, 300 words)
- one discussion question for each chapter (maximum ¼ page, 75 words). Construct questions that will help the students interact in an evaluative way with central (even controversial) points in the book. Design open-ended questions that (a) generate

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informed discussion (i.e. do not write questions that can be answered with “yes” or “no”) and (b) focus on substantive issues of pastoral care (incl. theology and praxis).

The professor will review the questions and bring many of them to the class for discussion. Reading guide assignments submitted after the due dates will not be graded; also, extensions will not be available.

2. Personal life story timeline 5% Due: 6:00pm on Jan. 14, 28, Feb. 11, Mar. 3, 17, 31

After reading the assigned sections in Hightower’s book (cf. reading schedule on pages 4-5), complete the Tapestry worksheet for the assigned season of your life by using the guidelines and chart at the end of this syllabus. During this process, find ways to weave into the worksheet insights from Hightower’s book that were particularly helpful in understanding your own life (use a highlighter or alternate font colour to indicate contributions from Hightower). Draw especially on the author’s presentations of psychological and spiritual stages of development. You will use this worksheet during small group activities on each due date. Submit your Tapestry worksheet to the professor on the last day of classes.

The assigned seasons of life are •0-5 years, •6-12 years, •13-17 years., •18-35 years, •36-60 years. (If you have not yet reached the ‘36-60 years’ season of life, complete that part of the assignment based on what you imagine those years may be like for you.) Timeline assignments submitted after the due dates will not be graded; also, extensions will not be available.

3. Biblical-Theology paper 35% Due: February 25
Write a scripturally-grounded theology of pastoral care (10 pages; 3000 words). Develop your paper’s thesis in a way that locates the Christian ministry of pastoral care within selected themes that are fundamental to the Scriptures. Along the way, engage with at least two different theological perspectives among the conversation partners in your paper. Where appropriate, engage with this course’s textbooks.

4. Congregational leaders abstract and paper
Abstract 5% Due: March 30 (before midnight)
Paper 25% Due: April 7

Identify a critical human need that warrants pastoral care in your congregation. Be prepared to identify and discuss this need with the class several weeks before the due date.

Post a 200-word abstract of your paper (however complete or incomplete) at CMU’s Moodle website, so that the students can discuss each other’s papers during the final class period. The abstract should include the paper’s research question and primary findings, and provide one question to stimulate further exploration. To post your abstract, go to <https://moodle.cmu.ca> and click on the link for this course. Instructions for logging in will then be provided on the webpage. Click on “Abstract of Major Paper” and then on “Add a new discussion topic” to post your abstract. (You must know your CMU Network username and password to access Moodle.) Abstracts submitted after the due date will not be graded; also, extensions will not be available.

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Then write a 10-page (3000 word) researched caregiving proposal addressed to your church's pastor(s) and key leaders. At a minimum, the student should draw on (a) three course textbooks, and (b) additional research relevant to the specific topic of this paper. The proposal will include the following:

- i. a clear description of the need, and why it warrants pastoral care.
- ii. explanations of how this need has come about.
- iii. bases for responding to this need that are rooted in Christian scripture, theology, and tradition.
- iv. specific ways in which the pastor(s) and congregation can offer pastoral care to the people in need. Recommend responses that are grounded in the preceding three sections of the paper, and are contextually appropriate for the specific congregation whose leaders you are addressing.
- v. a concluding 1-page annotated bibliography of selected resources that can help the congregation and its leaders in this particular pastoral care ministry (i.e. after the bibliographic citation of each book, article, pamphlet, video, etc., provide a sentence that identifies the contribution of this resource to the proposed ministry). This annotated bibliography is in addition to the bibliography of the paper itself.

5. 'Book Club' readings 15% Due: 6:00pm on March 10 and 24
After reading the textbooks by Cloud & Townsend, and by Shelly, write a 1-page (300 word) book review that consists of
- (a) an introductory paragraph that includes a 1-sentence statement encapsulating the book's thesis, and a 2- to 3- sentence summary of the book's argument;
 - (b) a paragraph of critical engagement with one vital aspect of the book (including another author's viewpoint will be helpful); and
 - (c) a conclusion in which you provide your assessment of the book (e.g. for whom is the book valuable and why, what you have gained by reading the book, what further reading or research you are prompted to do because of this book).

On the day your review is due, be prepared to discuss the book with your classmates in the style of a book club. Book reviews submitted after the due date will not be graded; also, extensions will not be available.

6. Participation (self-assessment) 5% Due: Throughout
The professor will provide details of this self-assessment on the first day of classes.

*Although not all these assignments are strictly academic in genre (e.g. reader's guide, timeline), all assignments should conform to academic standards of formatting and of citing sources (cf. details below).

Equivalency chart of letter grades to percentage and numerical grades:

<u>Letter Grade</u>	<u>Percentage</u>	<u>Grade Points</u>	<u>Descriptor</u>
A+	95-100	4.5	Exceptional
A	88-94	4.0	Excellent
B+	81-87	3.5	Very Good

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B	74-80	3.0	Good
C+	67-73	2.5	Satisfactory
C	60-66	2.0	Adequate
D	50-59	1.0	Marginal
F	0-49	0.0	Failure

Grades become final only after they are vetted and approved by the Dean’s Office. That process occurs early in January for fall semester grades and early in May for winter semester grades.

Course Outline and Reading Schedule:

<u>Date</u>	<u>Topic(s)</u>	<u>Hunsinger</u>	<u>Hightower</u>	<u>Other Books</u>
January 7	introductions; theological considerations			
January 14	book discussion; life stories (age 0-5)	vii-27 & 99-119	viii-20	
January 21	life stages; children (nurture)		21-46	
January 28	book discussion; life stories (age 6-12)	28-50 & 120-137		
February 4	adolescents (identity); young adults (intimacy)		47-106	
February 11	book discussion; life stories (age 13-17) AND/OR ReNew 1-3:20 congr. Labs and/or 3:50-5:10 faith formation in secularism	51-78 & 138-155		
February 18	READING WEEK – no classes			
February 25	adults (generativity, power, aging, grief, death);		107-174	
March 3	book discussion; life stories (age 18-35)	79-98 & 156-175		
March 10	mission; caring for caregivers; ‘book club’ discussion			Shelly
March 17	book discussion; life stories (age 36-60)	176-191		
March 24	congregations giving care; ‘book club’ discussion	222-244	175-198	Cloud and Townsend
March 31	student projects; wrap-up			

Academic Policies:

Students are expected to be familiar with CMU’s academic policies, as published in the *Academic Calendar—Graduate Studies* (online at www.cmu.ca) and the *CMU Student Handbook*. Sections of particular relevance include “Extensions and Incompletes,” “Email Submission of

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Assignments,” “Multiple Submissions of the Same Work,” “Attendance in Classes,” “Students with Disabilities,” “Academic Misconduct,” and “Appeals.”

The following comments are supplementary to these policies:

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Academic Writing:

All written assignments should conform to the *Chicago Manual of Style* (online at www.cmu.ca/library (click on ‘MORE’ at the bottom of the page, then look under the heading ‘Writing Assistance’) and summarized in Diana Hacker’s *A Pocket Style Manual*, seventh edition, which is available in CMU’s bookstore. These resources specify details for formatting (e.g. 1-inch margins, formal fonts in 10- to 12-point font size, double-spacing) and for citing sources.

Excellence in terms of format, spelling, grammar, sentence and paragraph construction, etc. are assumed. Frequent and persistent errors will result in lower assessments. Formal title page, footnotes or endnotes, bibliography, skilled paragraphing, etc. are essential for academic writing. Where the length of an assignment is defined in a range, be aware that ‘exceptional’ and ‘excellent’ grades are more likely to be awarded for work that is closer to the maximum length than the minimum (unless the work is especially outstanding).

Attendance:

If a student must miss class due to illness or other extenuating circumstances, it is the student’s responsibility to talk with the professor as soon as possible about missing material. Students who miss the equivalent of 2 weeks of classes will be required to complete an additional assignment for the course. Students missing an excessive number of classes without valid reason may be barred from further class attendance.

Extensions:

The professor has full discretion in granting extensions. Extensions must be requested *before* the due date of an assignment—normally at least one week or class period before the assignment’s due date.

Submission of assignments:

All assignments submitted after the specified due date and time will be penalized one letter grade for each day late (e.g. from B to C+)—except for assignments indicated in the syllabus as ineligible for grading after the due date. No assignments will be accepted or graded if the professor receives them more than five business days after the due date (unless an extension has been granted prior to the due date).

All assignments are to be submitted as paper copies (i.e. not digital documents), unless prior permission has been given by the professor. When such permission is granted, assignments submitted by email must be sent as ‘.docx’ Microsoft Word documents. Other word-processing formats or PDF’s are not acceptable. The professor will notify the student by return email of the time and date on which the emailed assignment was received (normally, this will happen within 24 hours of the professor receiving the assignment, not including weekends). It is the student’s responsibility to gain confirmation that the professor received his/her assignment.

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NOTE: Live-streaming students are to submit assignments by email, as described above. These assignments will be returned to the students by email.

It is my commitment to return graded assignments to the students in a timely manner. Assignments will normally be returned in class.

Communication:

Students are encouraged to engage the professor outside of class hours. His contact details and office number are above. Beyond this, email will be considered a standard means of communicating. Students should therefore check their CMU email regularly.

Academic Integrity:

All students must be familiar with CMU policies regarding plagiarism and other forms of academic misconduct. It is essential that students read the document “Academic Misconduct at CMU” that is taken from the CMU Academic Calendar (available online) and posted on the Student Portal.

All material referred to in any assignment MUST be appropriately referenced. Plagiarism is a serious matter. Students should be aware of CMU Academic Policies, particularly those regarding academic misconduct (plagiarism and cheating), which apply to all University courses. These are detailed on CMU’s website (<http://www.cmu.ca/students.php?s=registrar&p=policies>) and in the CMU Calendar.

If you still have questions about appropriate referencing and what plagiarism is, a useful tutorial can be found here: <http://www.indiana.edu/~istd/>.

Students with Disabilities

CMU strives to provide a fair and supportive learning environment for academically qualified students with disabilities. The University will seek ways to develop and provide services that support students with disabilities. The Disability Services office coordinates with the Academic Office to provide academic accommodations to eligible students. If you are eligible for these services or have questions about becoming eligible, please contact Sandra Loeppky, Coordinator of Disability Services at sloeppky@cmu.ca or 204-487-3300 ext. 340.

In recognition of individuals with asthma, allergies and severe environmental and/or chemical sensitivities, CMU is striving to become a scent-free campus. Students, staff and guests are asked to refrain from wearing fragrances and scented personal care products at CMU. This includes perfumes, colognes, aftershave and scented hair products. Your cooperation is greatly appreciated by those affected.

Other Academic Supports

CMU offers its students academic supports at no cost. Academic tutors are available to all students; see Vern Kehler, Coordinator of Student Advising (vkehrer@cmu.ca), to set up a first appointment with a tutor. Volunteer tutors are available to work on a one-on-one basis with students; see Vern for details, or check www.cmu.ca/students.php?s=studentlife&p=academic.

Appendix A: Live-Streamed Courses

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A live-streamed course makes it possible for students at a distance to observe and participate interactively with an on-campus class in real time. Those who attend a class by live-streaming see and hear the professor. They can watch class media presentations (e.g. PowerPoint) on their computer screens. They can follow and participate in class discussions, posing questions and making comments of their own. They can have discussions with other students when the class breaks into smaller groups. Through the internet, students at a distance are able to share the essential elements of a regular class experience with those who attend class in person.

Unless otherwise stated in the syllabus, live-streaming students will do the same course assignments and follow the same course schedule as on-campus students.

Requirements for Participating in a Live-streamed Course

- Because the number of live-stream participants to a course is limited, *students must receive faculty permission prior to the beginning of the course* in order to participate through live-streaming.
- *Students must participate in classes in real-time*, as they would if they were attending class in person. For example, those who take a live-streamed course that meets on Wednesday evenings will be expected to be in that class virtually, or physically when that class is in-session. (If live-streaming students come to Winnipeg, they are welcome to attend class in person.)
- Participation in a course through live-streaming *requires the following*:
 - *a fast and consistent internet connection* (broadband ADSL or cable; or wireless 3G or 4G/LTE—wired is better than wireless),
 - *a reasonably up-to-date computer* system (at least MacOS 10.6.8 or Windows 7; mobile devices may work as well),
 - *a supported browser* (e.g. Firefox, Chrome, Safari 5+, IE7+, Opera12+),
 - *Zoom software* (provided by CMU),
 - *a webcam*, and
 - *a good quality headset with a microphone* (CMU can suggest some).
- CMU has the capacity to record live-streamed courses for later viewing, but does not do so as a matter of routine. If it is difficult for students to participate in a class session, they may ask the professor for permission to watch recorded versions of the class. This permission will only be granted in exceptional circumstances.
- Students must familiarize themselves with the live-streaming software platform (i.e. Zoom) and ensure that their link, webcam, and headset are working properly *before* the first class session. Please arrange for a practice run on the system with the professor *prior* to class; this is essential. A practice run can be arranged by email.
- *Be sure to login for each class session at least 15 minutes before the class begins*. Remember that any testing of the system or other logistics that require faculty assistance need to be done before class starts. The professor will do their best to ensure that everything is in place for the live-stream session; but they cannot allow live-stream setup to significantly delay or interfere with the smooth flow of the class session once class begins. (To avoid distracting the class, it is helpful to mute the mic on your computer when you are not speaking to the class.)
- Arrange a backup plan with your professor in case of a system failure. CMU uses high-caliber, up-to-date equipment and communication platforms for live-streaming, but hardware and internet connections are not infallible and on occasion may fail. Your professor cannot stop class in order to troubleshoot and resolve technical problems in this unlikely event. To minimize possible disruption in the case of a loss of connection:

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- provide the professor with your email, text, or phone contact information before the course begins so that the professor can contact you at the next natural break in the class;
 - discuss with the professor the possibility of a back-up link to the class in case of a system failure (e.g. a Skype or phone link if the Zoom connection fails); and
 - have a plan for follow-up contact with the professor and/or a fellow student to fill any gaps in your interaction with the class (as you would if you had to miss a class for other reasons).
- If you have technical difficulties that you cannot solve with your professor (e.g. with the login process), contact Richard Boyd from CMU's I.T. department (204.451.0980).

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Appendix B: The Unfolding Tapestry of My Life: Instructions

The following instructions and worksheet are quoted largely verbatim from the Appendix to James W. Fowler's Faith Development and Pastoral Care (Philadelphia: Fortress Press, 1988), 118, 122-125.

Take a moment and look over the worksheet on the next pages. After you've looked at the chart for a few minutes, turn back to this page for some explanation of the categories at the top of the worksheet.

1. *Calendar years from birth.* Starting at the left column of the worksheet, number down the column every year from the year of your birth to the present year. If there are a substantial number of years in your life, you may wish to number the columns in two-year intervals.
2. *Place—geographic and socioeconomic.* Record your sense of place. You may do so in several different ways. It could be the physical place you lived in at different times in your life, including the geographic area where you lived, or it could be your sense of your position in society or in the community. Record your sense of place in whatever way seems most appropriate to you.
3. *Key relationships.* Identify the key relationships, of whatever kind, that you feel had a significant impact on your life at the time. The persons mentioned need not be living now; and you need not have known them personally. (That is, they could be persons who influenced you through your reading or hearing about them, etc.)
4. *Uses and directions of the self.* Record not only how you spent your time, but also what you thought you were doing at that time.
5. *Marker events.* Record the events that you remember which marked turning points in your life—moves, marriages, divorces, deaths, etc. Once these major events occurred, things are never the same again.
6. *Age by year.* This column simply gives you another chronological point of reference. Fill it in with the same intervals you used for calendar years on the left-hand side of the chart.
7. *Events and conditions in society.* In this column, record what you remember of what was going on in the world at various times in your life. Record this as an image or phrase (or a series of images and phrases) that best sums up the period for you.
8. *Images of God.* Record briefly (in a phrase or two) what your thoughts or images of God—positive and negative—were at different times of your life. If you had no image of God or cannot remember one, answer appropriately.
9. *Centres of value and power.* What persons, objects, institutions, or goals formed a centre for your life at this time? What attracted you, what repelled you, what did you commit your time and energy to, and what did you choose to avoid? Record only the one or two most important ones.
10. *Authorities.* Identify to whom or to what you looked for guidance or to ratify your decisions and choices at various points in your life.

As you work on the chart, make brief notes to yourself indicating the thoughts you have under each of the columns. It is not necessary to fill out the columns in great detail. You are doing the exercise for yourself, so use shorthand or brief notes.

After you have finished your work with the chart, spend some time thinking about your life as a whole. Try to feel its movement and its flow, its continuities and discontinuities. As you look at the Tapestry, let yourself imagine your life as a drama or a play. Where would the divisions of it naturally fall? If you were to divide it into chapters or episodes, how would these be titled? When you have a sense of how your life might be divided, draw lines through these areas on the chart and jot down the titles on the reverse side of the worksheet. *NOTE: this is the time and place to incorporate insights from Hightower's book. You should, however, create your own divisions and headings; do not simply copy them from the course or textbook.*

This is the unfolding tapestry of your life at this particular time. In the coming days or months, you may want to return to it for further reflection or to add things that may come to you later. Some people find that the Tapestry exercise is a good beginning for keeping a regular journal or diary. You may find, too, that if you come back to this exercise after some time has passed, the chapters and titles in your life will be different as you look at them in the light of new experiences.

Finally,

- a. Plan to take an extended time for completing the Tapestry (minimum, three hours for all the years of your life). You may extend this document if 2 pages are insufficient.

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- b. The work you do and record is entirely for your own benefit. You may therefore choose to ‘white-out’ sections of the worksheet that you do not wish your professor to read because they are too personal. During the course, you will, however, be invited to share learnings, insights, questions and determinations that emerged as you worked with the Tapestry. In that sharing you will be free to share as much or little as you choose from the Tapestry worksheet itself. These distinctions are important, since—according to Fowler—if we anticipate sharing something like this in detail with others, we are inevitably less honest than we can be when we are doing it for ourselves and God alone.

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The Unfolding of My Life: Worksheet

Calendar years from birth	Place—geographic and socioeconomic	Key relationships	Uses and directions of the self	Marker events	Age by year	Events and conditions in society	Images of God	Centres of value and power	Authorities
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