

SS. Cyril & Methodius Seminary
3535 Commerce Road, Orchard Lake, MI 48324

FE 613 INTRODUCTION TO FIELD EDUCATION II

2 credit hours; Winter 2017, Thursday 1:00-2:50 PM, CAC 106, except where noted otherwise in Course Calendar.

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COURSE DESCRIPTION: Continuation of group learning process of integration into American society, culture, and the ecclesial life and faith of a local Church. Topics include: National Migration Week, Week of Prayer for Christian Unity, ecumenism, interreligious dialogue, youth ministry, senior and junior high school religious education, parish adult faith formation, evolving visions of priesthood, priestly formation areas of integration as criteria for evaluation, Pope John Paul II's Apostolic Exhortation the Church in America, and summer apostolic experience. Includes field trips to area parishes, Christian churches, Jewish synagogue, and Islamic mosque.

Course Learning Outcomes: By the end of the course students ought:

- 1. To interact with people of different cultures with awareness and sensitivity to why they think and act the way they do**
- 2. To recognize differences in values, beliefs, and worldviews in cross-cultural encounters and in same-culture experiences**
- 3. To understand cultures in theory and in practice through interaction with persons from different cultures**
- 4. To engage in cross-cultural ministry in Church and society in the United States in order to collaborate in building more inclusive communities of faith**
- 5. To develop personal intercultural competence by responding to the ongoing challenge to *conversion, communion, and solidarity* (St. John Paul II, *Post-Synodal Apostolic Exhortation The Church in America*)**

Required Texts:

McGuire, Kenneth, CSP, Eduardo Fernandez, SJ, and Anne Hansen. *Culture-Sensitive Ministry: Helpful Strategies for Pastoral Ministers*. New York/Mahwah, NJ: Paulist Press, 2010.

Church Documents:

Committee on Migration of the United States Conference of Catholic Bishops (USCCB) in Collaboration with the Conferencia del Episcopado Mexicano (CEM). *Strangers No Longer: Together on the Journey of Hope*. Washington, D.C.: United States Conference of Catholic Bishops, Inc. 2003.

Pope Francis. *Apostolic Exhortation The Joy of the Gospel*. Washington, D.C.: United States Conference of Catholic Bishops, 2013.

The Priestly Formation Handbook 2015-2016. Orchard Lake, MI: SS. Cyril and Methodius Seminary, 2015. Includes reference to United States Conference of Catholic Bishops, *Program of Priestly Formation*, Fifth Edition, Washington, D.C., 2006.

Course Delivery Methods:

This course employs the following learning methodologies: Lecture, discussion, field trips, reflection papers, student self assessment, and objective assessment based on final examination.

Since FE 613 Introduction to Field Education II is a continuation of FE 600 Introduction to Field Education I, which facilitates the student's intercultural development for acquiring *cultural competency in society, culture, and the Church in the United States*, our focus this semester is on *personal interaction with pastoral leaders of various faith traditions* through organized field trips to parishes, churches of other denominations, a synagogue, and a mosque.

Students are required to submit ten (10) typewritten reflection papers approximately 150-200 words in length following each of the field trips. Questions below may serve as a guide in writing personal reflections:

- *What is new or different about people from so many diverse cultures and religions in so many various parts of the United States?*
- *How are you both affirmed and challenged by their values, beliefs, and worldviews?*
- *What is your response to the ways they think and act? How are you dealing with these differences?*
- *How is your experience of Church in Poland different from your experience of the Church in the United States?*

- *How are you being affirmed and/or challenged by these ecclesial differences?*
- *What new knowledge and skills might be needed for serving the Church as a parish priest in the United States? What might you do to acquire the necessary knowledge and skills?*

In order to assist students in evaluating their progress in acculturation, they are also required to submit a typewritten “PERSONAL PLAN FOR ONGOING ACCULTURATION,” indicating goals and objectives for continuing their transition and integration into American culture and society, the Church in the United States, and the Seminary at Orchard Lake. This plan is to demonstrate the student has reviewed acculturation goals and objectives in each of the four pillars of priestly formation, namely, human, spiritual, intellectual, and pastoral, which may be found in The Priestly Formation Handbook 2016-2017 (Orchard Lake, MI: SS. Cyril and Methodius Seminary, 2015). This assignment is to be handed in to the professor on April 6, 2017.

Course Calendar, Thematic Outline and Reading Assignments

01/12/17 Introduction, Course Syllabus, and Requirements

National Migration Week, January 3-9, 2016;
Theme: “A Stranger and You Welcomed Me!”

Read: USCCB, *Strangers No Longer*, pp. 1-17

Read: McGuire, et.al. *Culture-Sensitive Ministry*, pp. 1-11

Activity: Prepare a story about how you moved from one culture to another.

01/19/17 Ecumenism: Field trip to OL Community Church Presbyterian, U.S.A. **departure @ 1:15 PM**

Read: USCCB, *Strangers No Longer*, pp. 19-29

Read: McGuire, et.al. *Culture-Sensitive Ministry*, pp. 12-16

Activity: Prepare a reflection on your contribution toward creating a “Culture of Life.”

Week of Prayer for Christian Unity (January 18-25, 2017)

01/26/17 March for Life, Washington, DC

Read: USCCB, *Strangers No Longer*, pp. 30-38

Read: McGuire, et.al. *Culture-Sensitive Ministry*, pp. 17-24

Activity: Prepare a reflection on integrating the traditions of the many cultures you experienced visiting dioceses and parishes in the United States.

- 02/02/17** Middle School Faith Formation: Field trip to St. Mary of the Hills Parish, Rochester Hills, **Wednesday 7:00-9:00 p.m. departure @ 6:20 PM**
- Read: USCCB, *Strangers No Longer*, pp. 38-52
 Read: McGuire, et.al. *Culture-Sensitive Ministry*, pp. 25-30
 Activity: Prepare a reflection on what you do to preserve your “Polish Catholic culture” in the United States?
- 02/09/17** Adolescent Catechesis: Field trip to St. Patrick Parish, White Lake departure **Monday @ 5:30 PM**
- Read: Pope Francis, *The Joy of the Gospel*, pp. 1-10
 Read: McGuire, et.al. *Culture-Sensitive Ministry*, pp. 31-36
 Activity: Prepare a reflection on how you relate to today’s “Culture of Youth”
- 02/16/17** Interreligious dialogue: Field trip to Muslim Unity Center of Bloomfield Hills, **departure @ 12:00 Noon**
- Read: Pope Francis, *The Joy of the Gospel*, pp. 11-25
 Read: McGuire, et.al. *Culture-Sensitive Ministry*, pp. 37-43
 Activity: Prepare a reflection on your experience of interreligious dialogue and how it influenced your life.
- 02/23/17** Interreligious Dialogue: Field Trip to Holocaust Memorial Center, Zekelman Family Campus, Farmington Hills, MI, **departure @ 12:30 PM**
- Read: Pope Francis, *The Joy of the Gospel*, pp. 26-55
 Read: *Priestly Formation Handbook*, pp. 53-56
 Activity: Name some of the cultural, pastoral, and ecclesial challenges faced by pastoral ministers in inculturating the Gospel today.
- 03/09/17** Ecumenism: Field Trip to Basilica of St. Mary Antiochian Orthodox Church , Livonia, MI, and conversation with Fr. George Shalhoub; **departure at 12:30 PM**
- Read: Pope Francis, *The Joy of the Gospel*, pp. 56-67
 Read: *Priestly Formation Handbook*, pp. 85-95
 Activity: Prepare a reflection on what it means to become a “missionary disciple” in the new evangelization of the Church.

03/16/17

Youth ministry: Field trip to St. Kieran Parish for presentation /discussion facilitated by S.K.Y. (St. Kieran Youth) leadership, departure Sunday @ 5:30 PM

Read: Pope Francis, *The Joy of the Gospel*, pp. 68-88

Activity: Reflect on how you can prepare to effectively preach the Gospel of Jesus Christ.

03/30/17

Youth Ministry: Field Trip to OL of Refuge Parish for presentation/discussion by parish youth, Orchard Lake, MI, departure Sunday @ 5:45 PM

Read: Pope Francis, *The Joy of the Gospel*, pp. 89-107

Activity: Reflect on how you might include the poor in society through your ministry.

04/06/17

Ecumenism: Field trip to All Saints Polish National Catholic Parish, Sterling Heights, departure @ 12:30 PM, TBD

Read: Pope Francis, *The Joy of the Gospel*, pp. 108-124

Activity: Reflect on how social dialogue contributes toward peace and the common good.

04/20/17

Cultural Diversity Immersion Experience: Field Trip to Ziibiwing Center of Anishinabe Culture and Lifeways, Mt. Pleasant, MI departure 9:00 AM following Mass and breakfast)

Read: Pope Francis, *The Joy of the Gospel*, pp. 125-136

Activity: Reflect on these words of Pope Francis, “we must reject the temptation to offer a privatized and individualistic spirituality which ill accords with the demands of charity, to say nothing of the implications of the incarnation.”

04/27/17

Presentation: Summer Parish Placement

Read: Pope Francis, *The Joy of the Gospel*, pp. 136-142

Activity: Reflect on the “Marian style” to the Church’s work of evangelization.

“Personal Plan for Ongoing Acculturation” due

05/04/17

Final Exam

N.B.: Dates for Field Trips are all tentative depending upon student’s availability.

Grading Criteria:

Your final grade for this course will be computed on the following basis:

Assigned reading and class participation -- 10%, Written reflection papers --20%,
“Personal Plan for Ongoing Acculturation” – 30%, and Final Examination -- 40%.

For **GRADE INTERPRETATION** please refer to SS. Cyril and Methodius Seminary Catalogue 2015-2016, p. 27.

The following grade scale is published in the Catalog.

Grade Interpretation

Grade	Honor Points	Percent	Interpretation
A	4.0	100-94	Exceptional/Outstanding performance
A-	3.7	93-90	Superior
B+	3.3	89-87	Very Good
B	3.0	86-83	Good/Graduate level performance
B-	2.7	82-80	Average
C+	2.3	79-76	Below Average/Below graduate performance
C	2.0	75-70	Minimum Acceptable
C-	0	69 and below	Fail
F	0		Failing - In Pass/Fail courses no honor points
P	0		Passing - In Pass/Fail courses; no honor points
W	0		Withdrawal - No credit or honor points
I	0		Incomplete - No credit or honor points

Incomplete Grades - An Incomplete, “I,” grade is given in exceptional situations to a student whose course work has been satisfactory, but who because of illness or other unforeseen circumstances has been unable to complete all course requirements. The student must request the “I” from the instructor before the final class of the course. A Petition for an “I” Grade is filed with the Academic Dean’s Office and Registrar’s Office. The work is to be completed no later than eight weeks from the end of the term. If an “I” is not removed by the final designated date, it automatically becomes an “F.”

Drop/Add Withdrawal - A student may drop, add or withdraw from this course only after having complied with all the procedures outlined in the current Catalog. (Not in Catalog with grades)

General Guidelines: These are taken from the Catalog or the Web site except where indicated.

Guidelines for Academic Study - Students are expected to devote at least 2-3 hours of study per week, per credit. A normal reading load is about 500 pages per credit and research writing of about 5 pages per credit.

Standards for Written Assignments - Class assignments must be submitted

electronically and in hard copy, unless otherwise indicated by the instructor, and proofread for proper grammar, spelling, punctuation, and form. In preparing research papers requiring documentation, students are to follow the guidelines in Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, (latest edition). The manual is available in the Campus Bookstore and Library. Students are required to reference the Student Writing Guide posted on the Seminary Web Site. The Writing Center is available to aid students in preparing written and/or oral assignments. To this may be added any requirements of the professor mandating use of the Writing Center,

Disabilities Accommodation – Students enrolled in this course who have documented disabilities should contact the professor at the first class session. Reasonable accommodations will be made to ensure that students with disabilities have access to course materials and interaction in modes in which they can receive them. (Should be added to the Catalog)

Class recording – Prior permission to record class lectures must be obtained. A signed affidavit may be required. Consult the professor before any recording takes place.

Class Attendance – Seminarians are required to be punctual and regularly in attendance at class sessions. Non-seminarian students enrolled in online courses may choose, at their discretion, to attend classes in person or online in real time or time shifted. At the opening of a term, instructors will inform students of any specific policies governing attendance. Frequent absences may result in an academic penalty and/or failure in the course. Students should confer with the instructor concerning foreseen absences.

Inclement Weather - Students are expected to exercise good judgment and precaution in determining the safety of travel from their areas. Classes that have resident faculty and students exclusively will meet.

Academic Integrity - Students are expected to maintain personal honesty and professional integrity in examinations, assigned papers, and research projects. Source materials and citations used in the preparation of papers are to be indicated by proper documentation. Copyright laws should be honored when duplicating materials. Plagiarism and cheating are a breach of academic integrity. Plagiarism is defined as: “to steal and pass off (the ideas or words of another) as one's own: use (a created production) without crediting the source: to commit literary theft: present as new and original an idea or product derived from an existing source” (Webster's New Collegiate Dictionary 9th ed, Springfield, MA: Merriam, 1981, p. 870).

Violations in this area are considered a serious offense. If a student is suspected of plagiarism, the following procedure is to be followed:

1. When the instructor suspects a student has plagiarized an assignment, the instructor may confront the student.
2. If the instructor has evidence that a student has plagiarized an assignment,

the instructor should confront the student with the evidence. The student has an opportunity to explain what happened.

3. If the instructor is convinced that plagiarism has occurred, the instructor may suggest a course of action: e.g. rewrite the assignment and receive a grade or the student may take a “0” for the assignment and not rewrite the assignment.

4. The Academic Dean should be informed of the outcome of this discussion and a note will be placed in the student’s file. The respective formation mentor is informed by the Academic Dean.

5. If there are repeated offenses, the student will fail the course.

6. The student who fails a required course must repeat it.

7. A student who plagiarizes or cheats consistently in the academic program will be dismissed from the program.

8. For dismissal from the academic program, a board consisting of the Rector, Academic Dean, the student’s mentor, the faculty member(s) affected by the student’s plagiarism and a faculty member of the student’s choosing will be convened and a decision rendered. This decision will be communicated to the student by the Rector.

Cheating is defined as “to deprive of something valuable by the use of deceit or fraud; to influence or lead by deceit, trick, or artifice; to elude or thwart by or as if by outwitting <cheat death>intransitive verb: to practice fraud or trickery; to violate rules dishonestly <cheat at cards><cheating on a test> ("cheat." Merriam-Webster Online Dictionary. 2010. Merriam-Webster Online. 5 May2010

<http://www.merriamwebster.com/dictionary/cheat>). In short, “cheating is defined as the intentional act of breaking the rules, or attempting to achieve personal gain through fraud or deceit. With children, cheating usually refers to academic fraud, such as copying answers from another student while taking an exam, or breaking the rules in a game” (Dianne K. Daeg de Mott, Thomson Gale, Detroit, Gale Encyclopedia of Childhood and Adolescence,1998).

Examples of cheating in an academic setting include, but are not limited to:

- a. copying answers for an exam from another student;
- b. writing out the answers to an exam beforehand and turning them in at the time of the exam;
- c. obtaining the answers to an exam prior to the exam and using them during the exam in some way;
- d. having another person take an exam or write a paper for you;
- e. continuing to write answers to an exam after the time has expired (timed examinations);
- f. obtaining copies of an exam or answer key to aid in studying for the exam or preparing an assignment;
- g. passing notes to another student during an exam;
- h. asking another student for help during the writing of an exam;
- i. using another person’s paper, presentation, reflection, etc. and handing it in as your own work;
- j. using electronic devices such as computers or mobile phones to obtain answers during an exam.

(The term “exam” may be substituted with “quiz,” “paper,” or “presentation” as

the case may be.)

Notice of Change: The information in this syllabus is subject to change. The professor reserves the right to make any necessary changes.

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