



McMaster Divinity College

MS 3XC3/5XC5/6XC6 PASTORAL COUNSELLING THEORY (Hybrid Course, Fall 2020)

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Please “do not” use *Avenue to Learn* messaging.

Online begins Mon Sept 14, 2020
In-person sessions: Oct 21-22
Online resumes Mon Nov 2, 2020
Online ends Dec 4, 2020

1. COURSE DESCRIPTION:

This course will examine the theory and practice of spiritual care and counseling in the context of Christian ministry and non-ecclesial settings (e.g., a counselling practice, chaplaincy & spiritual care). The course which moves from a general understanding of counselling theory, to the use of Solution-Focused counselling/therapy and Narrative counselling/therapy in the practice of pastoral and clinical counselling. Students will be invited to develop their practice skills, examine this theory in light of topics of interest or concern that are relevant to the student’s practice of ministry, and to reflect theologically on the practice of spiritual care and counseling.

MTS & MDIV SPECIALIZATIONS: Counselling and Spiritual Care (CS), Pastoral Studies (PS) and Christian Worldview (CW).

Doctor of Practical Theology (DPT): Students who wish to apply for this course as an advanced elective for their degree program must consult with the program director of the DPT and the course instructor in order to develop an advanced elective approach to the course that fulfills the specific elements required by the DPT program. Once the elements of the advanced elective have been agreed upon by the student, the program director, and the instructor, a formal application can be made for an advanced elective in connection with this course. Once the application is accepted, DPT students can proceed with the course as part of their degree program.

Advanced Degrees (MA, PhD): Students who enroll in this as part of a research degree are expected to complete their assignments at an Advanced Degree level (see assignment descriptions)—demonstrating both a general awareness of recent developments within the field as well as an ability to apply and explore the topic from the perspective of their research interest.

2. COURSE FORMAT:

This course will be delivered using a combination of online instruction using Avenue to Learn, independent learning, and in-person instruction at the MDC campus. Each component of the course is intended to support the student’s learning and mastery of the subject: e.g., assigned readings will be introduced, videos provide further information, while the quizzes and other assignments invite reflection on and application of the student’s learning, etc. Students are expected to complete the assigned readings in a timely manner, view the assigned videos as they become available, use the

quizzes as opportunities for learning, and contribute to the development of a collaborative learning community through their participation in online discussions.

3. LEARNING OBJECTIVES:

NOTE: Students are advised to read the objectives that are relevant for their program specialization.

3.1. Counselling and Spiritual Care (CS) Specialization

Note: These learning objectives are co-ordinated with the expected competencies for CASC/ACSS certified chaplains and pastoral counsellors and the College of Registered Psychotherapists of Ontario (CRPO).

Through required and optional reading, lectures, class discussion and exercises, and the completion of assignments, the student will work to achieve the following course objectives:

Knowing

- To recognize and describe the basic helping skills for counseling.
- To learn a basic framework for short-term structured counseling.

Being

- To recognize personal and professional limits, including when to make referrals and consultations.

Doing

- To demonstrate an ability to work within a counselling framework that is based upon established psychotherapeutic theory.
- To encounter a counsellee/client through dialogue, observation, and emotional understanding.
- To engage and focus on the counsellee's/client's experience.
- To hear the themes and concerns in the counsellee's/client's life by means of listening to their story.
- To integrate knowledge of psychotherapy into one's counselling practice.

3.2. Pastoral Studies (PS) Specialization

Through required and optional reading, lectures, class discussion and exercises, and the completion of assignments, the student will work to achieve the following course objectives:

Knowing

- To understand the role, resources, processes, and boundaries of counseling in the context of Christian ministry.
- To learn basic helping skills for counseling in the context of Christian ministry.
- To learn a basic framework for short-term structured counseling in the context of Christian ministry.
- To appreciate the healing potential of pastoral counseling as a ministry of the church.

Being

- To be and become a responsible agent of hope, reconciliation and change in the lives of others.
- Through reflection on practice, to become self-aware of the student's potential strengths and shortcomings as a pastoral counsellor.
- To recognize personal and professional limits, including when to make referrals and consultations.

Doing

- To develop basic helping skills through "hands on experience."
- To practice using a short-term counseling model through "hands on experience."
- To develop a personal framework for the work of counseling in the context of Christian ministry.

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3.3. Christian Worldview (CW) Specialization

Through required and optional reading, lectures, class discussion and exercises, and the completion of assignments, the student will work to achieve the following course objectives:

Knowing

- To understand the nature and components of a counselling theory.
- To learn basic helping skills for counseling in the context of Christian ministry.
- To learn a basic framework for short-term structured counseling in the context of Christian ministry.
- To appreciate the healing potential of pastoral counseling as a ministry of the church.

Being

- To be and become a responsible agent of hope, reconciliation and change in the lives of others.

Doing

- To develop basic helping skills through “hands on experience.”
- To practice using a short-term counseling model through “hands on experience.”
- To think critically about counselling theory, acknowledging the strengths as well as the shortcomings of the use of Narrative Therapy within Christian ministry.

3.4. Advanced & Research Degree Students (DPT, MA, PhD)

Advanced & Research Degree students are encouraged to develop their own learning objectives. In addition to the learning objectives set by the student, it is anticipated that they will achieve the following objectives through required and optional reading, lectures, class discussion and exercises, and the completion of assignments.

NOTE: DPT students should refer to the Advanced Elective Template in preparing their learning objectives for this course.

Knowing

- To understand the nature and components of a counselling theory.
- To develop an understanding of the values, assumptions, and methods of a cross-section of current pastoral counselling theory.

Being

- To recognize personal and professional limits, including when to make referrals and consultations.

Doing

- To think critically about counselling theory, acknowledging the strengths as well as the shortcomings of a cross-section of counselling theories used within Christian ministry.

4. COURSE TEXTS:

All required textbooks are available from MDC’s book service, READ On, located in the new Hurlburt Family Bookstore, located beside the Chapel entrance, opposite Cullen Hall at McMaster Divinity College. It will be opening September 8, 2020, **by appointment only**, due to COVID-19 safety measures. For advance purchase, you may contact READ On Bookstore, 5 International Blvd, Etobicoke, Ontario M9W 6H3 by phone 416.620.2934, fax 416.622.2308, or email books@readon.ca. Other book services may also carry the texts.

4.1. Required Texts for MTS/MDiv students in the Counselling and Spiritual Care Specialization:

Morgan, Alice. *What is Narrative Therapy?* Adelaide, AU: Dulwich Centre, 2000.

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Mutter, Kelvin F. *Course Notes: Theories of Pastoral Counselling* (available on Avenue to Learn)

Walter, John L., & Jane E. Peller. *Becoming Solution-Focused in Brief Therapy*. New York: Routledge, 2014.

4.2. Required Texts for MTS/MDiv students in the Pastoral Studies Specialization:

Kollar, Charles A. *Solution-Focused Pastoral Counseling*, second edition. Grand Rapids, MI: Zondervan, 2011.

Mutter, Kelvin F. *Course Notes: Theories of Pastoral Counselling* (available on Avenue to Learn)

Scheib, Karen D. *Pastoral Care: Telling the Stories of Our Lives*. Nashville: Abingdon, 2016.

4.3. Required Texts for MTS/MDiv students in the Christian Worldview Specialization:

Coyle, Suzanne M. *Uncovering Spiritual Narratives: Using Story in Pastoral Care and Ministry*. Fortress Press: Minneapolis, MN, 2014.

Mutter, Kelvin F. *Course Notes: Theories of Pastoral Counselling* (available on Avenue to Learn)

Kollar, Charles A. *Solution-Focused Pastoral Counseling*, second edition. Grand Rapids, MI: Zondervan, 2011.

Scheib, Karen D. *Pastoral Care: Telling the Stories of Our Lives*. Nashville: Abingdon, 2016.

4.4. Required Texts for DPT/MA/PhD students:

Coyle, Suzanne M. *Uncovering Spiritual Narratives: Using Story in Pastoral Care and Ministry*. Fortress Press: Minneapolis, MN, 2014.

Kollar, Charles A. *Solution-Focused Pastoral Counseling*, second edition. Grand Rapids, MI: Zondervan, 2011.

Morgan, Alice. *What is Narrative Therapy?* Adelaide, AU: Dulwich Centre, 2000.

Scheib, Karen D. *Pastoral Care: Telling the Stories of Our Lives*. Nashville: Abingdon, 2016.

Walter, John L., & Jane E. Peller. *Becoming Solution-Focused in Brief Therapy*. New York: Routledge, 2014.

5. INSTRUCTOR:

Biography: Dr. Kelvin Mutter is an Associate Professor (part-time) at McMaster Divinity College, Dr. Mutter is a Registered Psychotherapist (CRPO); an AAMFT Clinical Fellow & Approved Supervisor; and, a Certified Pastoral Counsellor & Associate Teaching Supervisor (CASC/ACSS). Dr. Mutter's ministry and counseling experience includes both his current work with individuals who living with the effects of a major accident, twenty-four years as an individual, couple and family therapist, and over twelve years in pastoral leadership. Dr. Mutter is married and has three adult children.

6. COURSE SCHEDULE:

Disclaimer: This syllabus is the intellectual property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class.

Students are expected to complete the assigned readings on time, view the assigned videos as they become available, use the quizzes as opportunities for learning, contribute to the development of a collaborative learning community through their participation in online discussions.

Week of...	Course Topic, Learning Activities, and Assignments
Online Instruction	
Sept 14–19, 2020	Online Lecture: Introductory Matters (view online video) Online Lecture: Characteristics of a Pastoral Counselling Theory (view online video)
Sept 21–26, 2020	Online Lecture: Foundational Skills for (Pastoral) Counselling (view online video) Required Reading: (All) Mutter <i>Course Notes: Resource #2</i> Assignments: (MTS & MDiv) Online Quiz #1; (All) Discussion Forum #1
Sept 28–Oct 3, 2020	Online Lecture: Solution–Focused Counselling I: Frameworks and Skills for the First Session (view online video) Required Reading: (All) Mutter <i>Course Notes: Resource #5</i> ; (CS) Walter & Peller chs. 1–3; (PS & CW) Kollar chs. 7–9 Assignments: (MTS & MDiv) Online Quiz #2; (All) Discussion Forum #2. Advanced & Research Degree Students: <i>Proposed list of sources for Annotated Bibliography</i>
Oct 5–10, 2020	Online Lecture: Solution–Focused Counselling II: Frameworks and Skills for Engaging the Counsellee (view online video) Required Reading: (All) Mutter <i>Course Notes: Resource #6</i> ; (CS) Walter & Peller chs. 6–7; (PS & CW) Kollar chs. 10, 15 Assignments: (MTS & MDiv) Online Quiz #3; (All) Discussion Forum #3
Oct 12–17	Assessment in (Pastoral) Counselling (view online video) Required Reading: (All) Mutter <i>Course Notes: Resource #7</i> Assignments: (MTS & MDiv) Online Quiz #4; (All) Discussion Forum #4
HYBRID WEEKS: Oct 19 to Nov 7	
Oct 19–24, 2020	No Instructional Activities
Oct 30, 2020 (pm)	Lecture & Discussion: Solution–Focused Counselling III: Skills and Methods for Setting Goals (1:30 to 3:30 pm) Course Resource: Mutter <i>Course Notes: Resource #7</i> Required Reading: (CS) Walter & Peller chs. 4-5; (PS & CW) Kollar ch. 11 Practice Counselling Lab (3:30 to 5:30 pm, includes debriefing discussion)
Oct 30, 2020 (am)	Lecture & Discussion: Understanding and Motivating Change: Theory, Skills and Methods. (9:00 to 11:00 pm) Course Resource: Mutter <i>Course Notes: Resource #4</i> Lecture & Discussion: Use of Spiritual / Religious Interventions (11:00 am to 1:00 pm) Course Resource: (All) Mutter <i>Course Notes: Resource #3</i> ;
Oct 31, 2020 (pm)	Lecture & Discussion: Solution–Focused Counselling IV: Supporting Change (1:30 to 3:30 pm) Course Resource: Mutter <i>Course Notes: Resource #8</i> Required Reading: (CS) Walter & Peller chs. 8-9; (PS & CW) Kollar chs. 12-13 Practice Counselling Lab (3:30 to 5:30 pm, includes debriefing discussion)
Nov 2–7, 2020	No Instructional Activities
Online Instruction	
Nov 9–14, 2020	Online Lecture: Client Stories and the Story of Hope: Framework, and Basic Skills (view

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Week of...	Course Topic, Learning Activities, and Assignments
	online video) Required Reading: (CS) Morgan chs. 1–3; (PS & CW) Schieb chs. 3, 5. Assignments: (MTS & MDiv) Online Quiz #5; (All) Discussion Forum #5 Advanced & Research Degree Students: Annotated Bibliography due on Nov 8, 2020.
Nov 16–21, 2020	Online Lecture: Client Stories and the Story of Hope: Methods I (view online video) Required Reading: (CS) Morgan chs. 4–6; (PS & CW) Schieb chs. 6–7. Assignments: (MTS & MDiv) Online Quiz #6; (All) Discussion Forum #6 CS & PS Specializations: Practice Counselling Assignment due on Nov 18, 2020. CW Specialization: Integrative Essay due on Nov 18, 2020.
Nov 23–28, 2020	Online Lecture: Client Stories and the Story of Hope: Methods II (view online video) Required Reading: (CS) Morgan chs. 7–9; (PS & CW) Schieb ch. 8. Assignments: (MTS & MDiv) Online Quiz #7; (All) Discussion Forum #7
Nov 30–Dec 4, 2020	Online Lecture: Strengthening Stories of Hope (view online video) Required Reading: (CS) Morgan chs. 10–12; (PS & CW) Schieb ch. 8. Assignments: (MTS & MDiv) Online Quiz #8; (All) Discussion Forum #8 Advanced & Research Degree Students: Topical Essay due on Dec. 2, 2020.
Dec 7–11, 2020	Online Lecture: Involving ‘Community’ in the Story of Hope (view online video) Required Reading: (CS) Morgan ch.14; (PS & CW) Schieb ch. 2 Assignments: (MTS & MDiv) Online Quiz #9; (All) Discussion Forum #9

7. LEARNING ACTIVITIES (i.e., COURSE REQUIREMENTS):

Grading Rubrics:

- The evaluation categories and the weight given to these categories are provided along with description of each graded assignment.
- A handout describing these categories along with the outcome expectations for each category will be provided at the beginning of the semester.

Assignments	Professional Degree (MTS/MDiv)			Advanced & Research Degrees (DPT, MA, PhD)
	Counselling & Spiritual Care	Pastoral Studies	Christian Worldview	
<u>Participation: Discussion Thread</u>	20 %	20 %	20 %	20 %
<u>Participation: In-Person classes</u>	10 %	10 %	10 %	----
<u>Participation: Practice Counselling Labs</u>	10 %	10 %	10 %	----
Quizzes (on-line)	20 %	20 %	20 %	----
Practice Counselling Assignment (CS & PS Specializations)	40 %	40 %	----	----
Integrative Assignment (CW Specialization)	----	----	40 %	----
Annotated Bibliography	----	----	----	35 %
Topical Essay	----	----	----	45 %

7.1. Online Instruction

7.1.1. Asynchronous Lectures

Sept 14–Oct 24; Nov 9–Dec 12, 2020

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Intended pedagogical outcomes: i) knowledge / interpretation (discernment), and ii) contextualization (knowing + doing).

Students are expected to view the posted lecture during the week the topic is scheduled on the course schedule. It is expected that students will integrate this material in their assignments and the online discussion forums.

7.1.2. "Pop" Quizzes (CS, PS, CW Specializations) Weekly

Intended pedagogical outcomes: i) knowledge / interpretation (discernment), ii) contextualization (knowing + doing), and iii) performance (doing).

Students are expected to complete the six scheduled quizzes during the week they are assigned. The purpose of these quizzes is to support the student to operationalize their learning.

7.1.3. Discussion Forums (All Students) Weekly

Intended pedagogical outcomes: i) Fostering a community of learning, ii) contextualization (knowing + doing), and iii) professional formation (being).

Students are expected to complete each of the scheduled discussion threads during the week they are assigned. The purpose of these discussion threads is to promote a *collaborative* understanding of the topic under discussion.

General Guideline:

Students are encouraged to use these discussion forums to ask questions about the topic and to respond to questions that are asked. These discussions are not intended to demonstrate your mastery of the subject. Rather the intent is to foster a conversation. *It is for this reason you are asked to limit each question you ask and each response to a question that you post to 250 words (to illustrate, this paragraph is 91 words long).* Please note that you may be asked to rewrite any post that is too long.

7.2. In-Person Instruction (Hybrid week)

7.2.1. In-Person Participation Oct 30 & 31, 2020

Intended pedagogical outcomes: i) knowledge / interpretation (discernment), ii) contextualization (knowing + doing), and iii) professional formation (being).

The in-person segment of this course is an opportunity benefits of large group, small group, and dyadic interaction about themes relevant to the course. As a result, the participation grade includes all aspects of the student's participation.

7.2.2. Practice Counselling Labs Oct 30 & 31, 2020

Intended pedagogical outcomes: i) knowledge / interpretation (discernment), ii) contextualization (knowing + doing), iii) performance (doing), and iv) professional formation (being).

These practice counselling labs are an opportunity for students to obtain feedback about their counselling skills from each other and the course instructor. It is expected that students will it a priority to participate in these labs.

NOTE: Even though Advanced & Research Degree students are not required to submit a counselling verbatim they are expected to participate in the practice labs.

7.3. Independent Learning Activities

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7.3.1. Assigned Readings (All Students) *Read as Assigned*

Intended pedagogical outcomes: i) knowledge / interpretation (discernment), ii) contextualization (knowing + doing), and iii) performance (doing).

Each student is to read the assigned readings and be prepared to integrate these readings in the relevant discussions as well as their assignments.

7.3.2. Practice Counselling Assignment (CS & PS Specializations) **Due: Nov 18, 2020**

Intended pedagogical outcomes: i) knowledge / interpretation (discernment), ii) contextualization (knowing + doing), iii) performance (doing), and iv) professional formation (being).

Students will record the portion of the practice counselling labs in which they were the counsellor. The student will then submit a verbatim report from specified sections of each of these exercises (see instructions below).

Length of paper: 4000 words, ≈16 pages.

Instructions to the Student:

This assignment is intended to provide practice conducting two parts of the first counselling session: the beginning and goal setting. Your task is to use the solution-focused model to guide you to connect with the counsellee and determine why they have asked for counselling.

Written papers will contain the following elements:

- Two brief transcripts representing portions of a practice counseling session.
 - The first transcript will present a continuous conversation containing five (5) counseling responses by the student that illustrate how the student would begin a counselling conversation.
 - The second transcript will present a continuous conversation containing seven (7) counseling responses that illustrate the student engaging the counsellee in a conversation about their goals for counselling.
- The student will, using the format provided, identify which counseling interventions they used. It is expected that the student will be able to demonstrate a working knowledge of basic counseling responses by accurately identifying which basic counseling skills are evident in this transcript (transcript section is to be single-spaced).
- The student will, using the format provided, also identify aspects of the Solution-Focused model that are illustrated in the student's or counsellee's responses. It is expected that the student will be able to demonstrate a working knowledge of the Solution-Focused model by accurately identifying which aspects of the model are evident in this transcript.
- The student will write a brief reflection (2–3 pp.) in which they identify what they learned from this exercise and what they might do differently (this section of the assignment is to be double-spaced).

Instructions to the "Counsellee":

These instructions have been kept brief so that you, the counsellee, can create the script as you go. It is very important that you DO NOT tell the practice counsellor ahead of time what type of client you are going to be. It is part of the student's learning process to discern this from his/her interaction with you.

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In this exercise the counsellor will be trying to "connect" with you. All they know is that you want to talk to them about something. Your task is to provide a "realistic" practice session for the counsellor. It is to their benefit that you do neither make the situation too easy. You need to be careful, however, that you do not unnecessarily frustrate the practice counsellor. You can bring any situation you want (i.e. self-esteem issues, parenting problems, spouse is unfaithful, depression, spiritual coldness, etc.). You decide how nervous you will be, whether you will trust this counsellor with your secret, how much you will tell in the first session, or if you will 'test' the counsellor.

7.3.3. Integrative Essays (CW Specialization) Due: Nov 18, 2020

Intended pedagogical outcomes: i) knowledge / interpretation (discernment), ii) contextualization (knowing + doing), iii) performance (doing), and iv) professional formation (being).

The student will read the Coyle and Scheib texts with a view to comparing these narrative approaches to the practice of spiritual care and counselling. Students are to identify and examine the assumptions and values that inform these approaches; how each approach defines and establishes the caregiving relationship; each theory's assumptions about change; and the core behaviours and skills employed within each approach.

The student will write a comparative review essay (4000 words, ≈16 pages) in which the body of the essay identifies the assumptions and values that inform each counselling approach, how each counselling approach defines and establishes the caregiving relationship, the theory's assumptions about change and, the core behaviours and skills employed within each counselling approach. This discussion will also identify what is common between models and what differentiates these models from each other. Lastly, this essay will include theological on each theory.

7.3.4. Annotated Bibliography (DPT, MA, PhD) Due: Nov 7, 2020

Intended pedagogical outcomes: i) knowledge / interpretation (discernment), ii) performance (doing), iii) performance (doing), and iv) professional formation (being).

Instructions:

In addition to a careful reading of the core textbooks, students in the DPT/MA/PhD programs will read an additional 8 monographs and 10-12 peer-reviewed journal articles on the topic of pastoral counselling, psychospiritual counselling or Christian counselling and write an annotated summary (2 pages double spaced for each monograph read and one page for each article read). The rationale for the topic and an appropriate bibliography for this must be approved by the professor by October 2, 2020.

NOTE: DPT students should refer to the Advanced Elective Template when researching and completing this assignment. Also, DPT students must include sources relevant to the practice of research in the work of pastoral counselling, psychospiritual counselling, or Christian counselling.

7.3.5. Topical Essay (Advanced & Research Degrees–DPT, MA, PhD) Due: Dec 2, 2020

Intended pedagogical outcomes: i) knowledge / interpretation (discernment), ii) contextualization (knowing + doing), iii) performance (doing), and iv) professional formation (being).

Instructions.

MA, DPT, PhD students will write a 40-page research paper on a theme approved by Dr. Mutter related to the practice of pastoral counselling, psychospiritual counselling, or Christian counselling and which is relevant to student's research interest. The paper should critically engage the relevant

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counselling literature. In addition to the use of monographs, the essay should be supported by peer-reviewed journal articles relevant to the core argument.

NOTE: DPT students should refer to the Advanced Elective Template when researching and completing this assignment. Also, DPT students must include sources relevant to the practice of research in the work of pastoral counselling, psychospiritual counselling, or Christian counselling.

8. COURSE ADMINISTRATION:

Instructor Availability:

Throughout the course, Dr. Mutter will be available via email (mutterk@mcmaster.ca), WebEx and the discussion forum on Avenue to Learn. During the hybrid week, Dr. Mutter will be available for one-on-one consultation after class and during breaks on the days class is scheduled.

Interpersonal Interactions:

General: Please respect the opinions of others, even if you do not agree with them. Extend courtesy by not ridiculing others' ideas. Feel free to respond logically, critically, and in an orderly manner.

Online Interaction: Students are encouraged to...

- Invite interaction through posting shorter comments and by asking questions.
- Remember we all have limited time; please respect everyone's time by posting short comments.
- Refrain from sharing personal information, remember this is an open forum. No one from this site will ever ask for personal information such as an email address or password.
- Refrain from typing in all capital letters as this may be perceived as yelling.
- Refrain from flaming, i.e., do not use these discussions forums to verbally express anger, displeasure, or other hostility towards others.

In-Person Interaction Students are encouraged to...

- Arrive on time for class.
- Stay for the entire class session.
- Not engage in anything during class time that prevents them or other from focusing and participating in class discussions.
- Not to carry on private conversations in class. This applies to spoken and electronic communication. If something is unclear, the whole class will benefit by a question being asked out loud.
- Silence cell phones and related devices during class. If a student must for some reason accept a phone call, he or she ought to discretely leave the class to do so.

Written Work:

Gender Inclusive Language:

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender inclusive language for humans, and you will need to quote from a gender-inclusive version such as the

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following: NRSV (1989), NCV (1991), TEV/GNB/GNT (1992), CEV (1995), NLT (1996), TNIV (2005), and the Common English Bible (CEB 2011).

College Style for Written Work:

All written work—unless informed otherwise by the professor—is to be submitted in accordance with the *McMaster Divinity College Style Guide for Essays and Theses*, available on the McMaster Divinity College website (<https://mcmasterdivinity.ca/resources-forms/mdc-style-guide/>).

Length:

Students are expected to adhere to the assignment page / word count. If a paper exceeds the word count, grace will be accorded for the first 10%. However, the grade will be reduced by 1/3 of a letter grade for each additional 10% a paper exceeds the stipulated word count.

Submission of Written Work:

Except for the **Online Discussion**, all written work is to be submitted by email in either MSWord format, “Rich Text Format” (i.e., *.rtf), or as an Open Office document. PDF files are not acceptable as it can be more difficult to provide comments and feedback on the assignment.

Deadlines:

All assignments are due on the day indicated (by email before 5 p.m. of the day due). A late penalty of 2% per day will be applied to all assignments submitted after the deadline unless an extension has been obtained from the instructor prior to the deadline. Assignments cannot be submitted after December 10, 2020 without written permission from the Office of the Registrar.

Statement on Academic Honesty:

Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one’s own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one’s academic transcript, and/or suspension, or expulsion from the College. Students are responsible for understanding what constitutes academic dishonesty. Please refer to the McMaster University Academic Integrity Policy - <http://www.mcmasterdivinity.ca/programs/rules-regulations>.

All submitted work is subject to normal verification standards to ensure that academic integrity has been upheld (e.g. online search). In this course we will be using a web-based service (turnitin.com) for plagiarism detection for research assignments submitted by students.

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