

# Seattle Pacific University New Faculty Seminar Syllabus

Winter 2009

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## I. Seminar Description

This graduate-level, interdisciplinary seminar provides new SPU faculty and fellows with an opportunity to read and to reflect on a number of issues in Christian higher education concerning the relationship of faith and learning. Both theoretical and practical in scope, the course explores the relationship of faith and learning with respect to academic content, pedagogy, and scholarship, as well as provides an introduction to the mission, goals, and practices of Seattle Pacific University.

## II. Seminar Objectives

This seminar is designed to provide new faculty members with the following information and experiences:

- a brief history of Christian higher education and of the place of SPU in that history
- the basic elements of the Wesleyan theological tradition and what it means that SPU defines itself as “particularly Wesleyan”
- an awareness of the ways in which spiritual, emotional, and intellectual factors interact in the life of learning
- some theological and philosophical tools for relating Christian faith and learning
- practical aid in developing a pedagogy suited to the task of relating faith and learning
- orientation into the academic and faculty subculture of SPU
- opportunities for fellowship with other SPU faculty members

### III. Participation

1. Complete all of the assigned readings and writing exercises each week.
2. Write three response essays as indicated.
3. Attend and contribute to the weekly discussions.

### IV. Calendar of Topics, Readings, Discussions, Exercises, and Essays

Specific reading assignments are indicated; please feel free to read further in the material on your own. Copies of items marked with asterisks (\*) are included in this notebook. Weekly exercises should be typed but don't need formal documentation or extensive attention to style. They are exercises. The three response essays should be more formal, include documentation, and demonstrate more effort with respect to tone, clarity, rhetoric, and style.

#### Week 1 (Jan. 15) Joining the Mission

##### **Reading:**

Susan VanZanten, Preface and Chapter 1, *Joining the Mission*\*

Nicholas Wolterstorff. "Teaching for Shalom: On the Goal of Christian Collegiate Education," *Education for Shalom: Essays on Christian Higher Education*. Grand Rapids: Eerdmans, 2004. 10-26.

About Seattle Pacific University.\* [www.spu.edu/info/about-us.asp](http://www.spu.edu/info/about-us.asp)

SPU Statement of Faith.\* [www.spu.edu/info/statement-of-faith.asp](http://www.spu.edu/info/statement-of-faith.asp)

SPU Academic Profile.\* [www.spu.edu/info/facts/academic-profile.asp](http://www.spu.edu/info/facts/academic-profile.asp)

Council for Christian Colleges and Universities Profile" \* [www.cccu.org/about/profile](http://www.cccu.org/about/profile)

SPU Undergraduate Degree Program Learning Outcomes

**Exercise:** With reference to Wolterstorff's four models of collegiate education, describe your own undergraduate education. Compare that with your current understanding of SPU's model of undergraduate or graduate education. (2-3 paragraphs)

#### Week 2 (Jan. 22) The History of Higher Education and SPU

##### **Reading:**

Susan VanZanten, Chapter 2 and 3, *Joining the Mission*\*

Nicholas Wolterstorff. "The Mission of the Christian College at the End of the Twentieth Century." *Education for Shalom: Essays on Christian Higher Education*. Grand Rapids: Eerdmans, 2004. 27-35.

Peter Filene, *The Joy of Teaching: A Practical Guide for New College Instructors*. Chapel Hill: U of North Carolina P, 2005. 7-31.

**Exercise:** Either 1) Choose one period or figure in the history of Christian education that find particularly inspirational and explain why; or 2) complete the exercise on p. 31 of Filene with respect to one of the courses you are currently teaching. (1 page)

**Week 3 (Jan. 29): Faith and Learning: Theoretical Paradigms**

**Reading:**

Susan VanZanten, Chapter 5, *Joining the Mission*\*

Perry L. Glanzer, “Why We Should Discard ‘the Integration of Faith and Learning’:

Rearticulating the Mission of the Christian Scholar,” *Journal of Education and Christian Belief* 12.1 (2008): 41-51.\*

Nicholas Wolterstorff. “Autobiography: The Story of Two Decades of Thinking about Christian Higher Education.” *Education for Shalom: Essays on Christian Higher Education*. Grand Rapids: Eerdmans, 2004. 155-71.

**Response essay #1 (4-5 pages):**

**Either** “A defense of the integration of faith and learning”

**Or** “My Christian worldview in dialogue with my discipline”

**Week 4 (Feb. 5) Wesleyan Thought and Theology**

**Reading:**

Paul Wesley Chilcote. *Recapturing the Wesleys’ Vision*. Downers Grove: IVP, 2004.

Robert Wall, “How Free is “Free” Methodism: the Importance of SPU’s Religious Legacy”\* [www.spu.edu/itunes](http://www.spu.edu/itunes) [Launch iTunes U → Campus Lectures → Walls Lectures

**Presenter:** Dr. Douglas Strong, Dean of the School of Theology

**Exercise:** What is the most attractive aspect of the Wesleys’ vision for you? What is one of the most pressing questions or problems you have with that vision? (2 brief paragraphs)

**Week 5 (Feb. 12) Learner-Centered Teaching**

**Reading:**

Terry Doyle, *Helping Students Learn in a Learner-Centered Environment: A Guide to Facilitating Learning in Higher Education*. Sterling, VA: Stylus, 2008. Chapters 1, 2, 3, 5, 9, and 11.

**Exercise:** Briefly describe one learner-centered strategy that you have employed in class during the past year and your students’ reaction to that strategy. Having read Doyle, do you have any further thoughts on your use of this strategy? (1-2 pages)

**Guest:** President Philip W. Eaton

**Week 6 (Feb. 19) Faith and Learning: SPU Exemplars**

**Reading:**

Peter Filene, *The Joy of Teaching*, Ch. 5 and 6.

**Presenters:** Dr. Kathleen Braden, Professor of Geography; Dr. Luke Reinsma, Professor of English; Dr. Marcia Webb, Associate Professor of Graduate Psychology.

**Exercise:** Design and conduct a discussion in one of your classes, using the handout outlined in figure 6.1 in Filene. Write a paragraph or two describing how the discussion went.

### **Week 7 (Feb. 26) Faith and Scholarship**

**Reading:**

George Marsden. *The Outrageous Idea of Christian Scholarship*

**Response essay #2 (4-5 pages):** “How does my current scholarship relate to my Christian faith, or in what way might I practice “faithful scholarship” in the future?” Give as many specific and concrete examples as possible and draw on Marsden in your discussion.

### **Week 8 (Mar. 5) Teaching as an Act of Faith**

**Reading:**

Arlin C. Migliazzo, ed. *Teaching as an Act of Faith: Theory and Practice in Church-Related Higher Education*. Foreword, Introduction, Conclusion, and two chapters of your choice.

**Exercise:** Write a one-paragraph summary of the approach to teaching described one of the chapters of your choice from *Teaching as an Act of Faith* or the Wolterstorff chapter. Then write a one-paragraph personal response: Have you done this? Would you try it? Does it seem like a good idea? A bad idea? Would it work for your discipline or a class you teach? Why or why not? How might it be adapted?

**Guest:** Dr. Thomas Amorose, Professor of English and Director of SPU Writing, Chair of UPEC

### **Week 9 (Mar. 12) Relating to University Students in the Twenty-First Century**

**Reading:**

Reynol Junco, Jeanna Mastrodicasa, and M. Lee Upcraft. *Connecting to the Net.Generation*. NASPA, 2007.

**Presenter:** Dr. Jeff Jordon, Associate Vice President for Academic Affairs and Dean of Students

### **Week 10 (Mar. 19) What Does it Mean to be an Academic?**

**Reading:**

Donald E. Hall. *The Academic Self: An Owner's Manual*. Columbus: Ohio State UP, 2002.

“Time Management for Early Career Faculty”\*

**Exercise:** Write a few sentences about one idea from this week’s reading that you are going to deliberately try to incorporate into your life during Spring quarter.

**By March 31, 2009: Response essay #3 (6-8 pages):**

**Option One: Engaging the Literature in your Discipline**

Locate and read two peer-reviewed scholarly essays in your discipline that relate faith and learning. The essays may take similar or radically different approaches. Write a review that analyzes, compares, and critiques the positions taken in the essays and articulate your own position. You may agree or disagree with them, incorporate some aspects of their arguments, point out what is missing, etc. Relate the essays and your position in some way to the content of this seminar, synthesizing the material we’ve read and discussed in your analysis. I can provide some bibliographies or suggestions of particular essays if you wish.

**Option Two: Here I (Currently) Stand**

With reference to the historical context of Christian higher education, contemporary issues of academic and pedagogical debate, and unique demands of your position, describe your current understanding of your vocation and place at SPU. Articulate some of your goals for the future and draw upon several of the works we have read and discussed during this seminar in your essay.

Please provide some standard form of documentation (MLA, APA, Chicago, etc.) for this essay. As I am going to be on sabbatical during the spring and summer, no late papers can be accepted.

## *Susan's Survival Tips*



1. Be good to yourself. Develop time management skills. Eat lunch someplace other than your office at least once a week.
2. Read the faculty handbook!! Pay particular attention to evaluation, promotion, and tenure guidelines. The handbook is online at <http://www.spu.edu/facstaff/handbook/faculty/5/toc.asp>.
3. Begin to keep a tenure file during your first year. Be sure to keep all your records together—syllabi, evaluations, self-assessments, publications, recommendations. Keep track of everything you do at SPU: lead a student small group, speak in a dorm, work with a student club, etc.
4. Seek evaluation from others (students, faculty, a mentor, your chair, and departmental colleagues). Come to your mentoring meetings full of questions and issues to discuss.
5. Have a Teaching Consultation done during your second or third year at SPU.
6. Read Facnet to keep in touch with the hot issues among the faculty. However, feel free to delete at will if any discussion gets too long, which many of them will.
7. Run for a faculty committee as soon as possible, as it might take several attempts to get elected. Volunteer to serve in one-quarter appointments if possible.
8. Academic regalia are worn several times a year at SPU: New Student Convocation (fall), Opening Convocation (fall), Ivy Day Celebration (spring), and Commencement (spring). Purchasing your own regalia is a good investment, instead of having to rent each time. A doctoral robe is a great birthday or Christmas present suggestion for your proud parents. My dad loves introducing me as “Dr. VanZanten”!
9. All faculty members who are not teaching at the time are expected to attend Faculty Senate, which meet once a month.
10. In Banner, you can purchase “points” on your ID card that can be spent at the various eating establishments on campus. Food purchased with “points” is not subject to sales tax. You can also purchase a block of lunches for \$5.80 a piece.
11. Need help with preparing course materials in PowerPoint, want to create U-Tube video for your class, interested in incorporating graphic animation into some of

- your lectures, want to utilize Blackboard more effectively? Set up an appointment with someone in Instructional Technology Services ([www.spu.edu/depts/its](http://www.spu.edu/depts/its)). Their mission is to assist faculty to use technology more effectively in their teaching.
12. Most internal SPU grant applications to support research are due Feb. 1 of each year, for work to be done in the following academic year.
  13. SPU provides faculty with assistance in researching and applying for external grants. Grant writing is a crucial but long and difficult process and requires a great deal of advance planning. Fill out a faculty research profile and set up a meeting with Laura Lundahl ([Lundahl@spu.edu](mailto:Lundahl@spu.edu)) to start work on locating external funding for your research and/or teaching.
  14. Besides a plethora of other campus speakers and events, including the annual Day of Common Learning each October, SPU sponsors four major academic lectures each year. Faculty should attempt to attend as many of these as possible. They include
    - The Marston Lecture, delivered by Prof. Owen Ewald, holder of the Marston chair in Classics, Feb. 24.
    - The Palmer Lecture, delivered by a guest speaker. This year's speaker is. Ephraim Radner, Professor of Historical Theology at Wycliffe College, Mar. 10.
    - The Weter Lecture, delivered by a SPU faculty member selected by the Faculty Affairs Committee. This year's Weter Lecturer is Prof. Marcia Webb, Graduate Psychology, April 16.
    - The Walls Lecture, delivered each year by Prof. Rob Wall, holder of the Walls chair in Wesleyan Theology, April 30.