

The Service of Faith and the Promotion of Justice

Course Description



This three-credit course is designed to integrate the Marquette Core by emphasizing the reflection on and application of knowledge and skills developed in the Core for life beyond Marquette University. A special focus on **vocation and discernment** invites students to evaluate their coursework at Marquette alongside their own worldview and transcendent commitments.

Students should be uniquely equipped to work for justice in the world when they leave Marquette. A collaborative, interdisciplinary analysis of a lasting issue in the local or global

community—in this class, **meaningful work**—presents a test-case for this integration of academic experience and personal faith for the promotion of justice.

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COURSE RESOURCES

Instructors:

Dr. Jennifer Henery
Dr. Melissa Shew

Office Hours

By appointment

Class times and

Location

MW 1-1:50 & some weekends (see important dates)

2

ASSESSMENTS

Meaningful Engagement

Odyssey Plans

Story Slams

3

IMPORTANT DATES

Mandatory Workshop Weekends:

September 15
October 16
November 20

Class Final and Celebration:

December 12



The Service of Faith and the Promotion of Justice is the culminating course of Marquette's core curriculum and contributes to the following six outcomes:



Responsible and Ethical Communicators

Marquette Students will be able to responsibly and ethically use written, spoken and visual communication to express ideas, create meaning, build relationships, foster understanding, and advocate for a better



Moral and Ethical Actors

Marquette students will be able to articulate appropriate professional and personal judgments that are rooted in an ethical and moral foundation and informed by Catholic, Jesuit thought. They will use these foundations to make decisions that promote stronger communities and a just society.



Citizens with Purpose

Marquette students will develop a sense of purpose professionally, personally, and as global citizens who demonstrate critically reflective discernment processes that are rooted in their theological, intellectual, and personal commitments.



Collaborators Engaging Social Systems and Values

Marquette Students will be able to develop skills to engage with a spectrum of people, communities, and systems of value. They will be able to analyze the sources and implications of inequity, take steps to create more inclusive and collaborative social and professional processes, and act with and for others



Leaders in Discovery

Marquette students will advance understanding of the world by identifying significant questions and searching for answers based on a systematic process of discovery that is rooted in intellectual inquiry and the Jesuit liberal arts tradition



Global Problem Solvers

Marquette Students are well practiced in cooperative and cross-disciplinary problem-solving skills and can present innovative solutions that draw from theological, philosophical, qualitative and quantitative perspectives to address the increasingly blurred lines between local and global challenges.

Course Learning Outcomes

(What should students know and be able to do or think about at the end of this course)

Use the tools of discernment to evaluate personal and social decisions in light of the implications for diverse communities and the common good.

Articulate their own overarching commitment(s) to values transcending self-interest in order to define their post-graduate plans in vocational terms.

Apply different methods of inquiry to analyze a social problem affecting the local or global community.

Course Resources

(How are students going to develop skills and acquire knowledge to achieve Learning Outcomes?)

Monday - Quaranteam Lab Days

- Lab days are meant for small group instruction and group planning and work time.

Wednesday - Meaningful Work

- Whole class lecture and discussion exploring the topic of Meaningful Work.

Retreat Days

- September, 18th, **Service of Faith and the Promotion of Justice (Service Learning)**
- October, 16th, **Storytelling as Vocational Discernment (Ex Fabula Workshop)**
- November, 20th, **Men and Women for Others (Career Services)**
- December, 12th, **Story Slam and Celebration**

Assessment

(How are students going to show they are developing skills, acquiring knowledge and achieving Outcomes?)

Formative AND Summative Assessments

Meaningful Class Engagement

Odyssey Plans and Story Slams

Course Assessment

Formative Assessment

Formal and informal assessment used by students and teachers during the learning process to elicit and use evidence of student learning to improve student understanding of course learning outcomes.

Grade Scale

| | | | |
|--------|----|-------|----|
| 93-100 | A | 73-76 | C |
| 90-92 | A- | 70-72 | C- |
| 87-89 | B+ | 67-69 | D+ |
| 83-86 | B | 63-66 | D |
| 80-82 | B- | 60-62 | F |
| 77-79 | C+ | | |

Summative Assessment

Summative assessment is the evaluation of students mastery of course learning outcomes.

Attendance and Engagement

Engagement and participation are the core of this class. Sincere and thoughtful participation are required, e.g., working eagerly in teams, taking copious notes and having true ideas to offer in discussion, demonstrating leadership in class activities, refraining from distraction in class, and encouraging your peers in discussion will be noted.

Course Preparation

There will be reading and preparatory assignments for every Monday and Wednesday class. Preparation assessment will take many forms: quizzes, reflection questions, reading guides, and thesis identification and outline. Students will have some choices how they engage reading assignments. Students must be able to demonstrate this preparation in class and via D2L.

Story Slam

Tell your own story of vocational discernment for the end of the semester. Your story can take the shape of an Ex Fabula story, a well-crafted interview, a multimedia This I Believe story, a documentary/film, or be told in some other way. Details and lab time to craft your story to come.

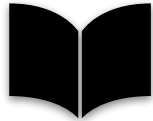
Odyssey Plan

Develop three odyssey plans for your future. Your plans will take shape in dialogue with your "team." Final odyssey plans will be presented by the end of the semester.

Course Resources

Student Hours (aka Office Hours)

Drs. Henery and Shew will be available to meet in person and/or via Teams each week, as well as by appointment. We will hold a combination of joint and separate office (student) hours each week.



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All course readings, videos, and notes will be posted on the Desire2Learn (D2L) site associated with this course. This is also where all assignments will be posted by the professors and submitted by the student. Students are advised to check the D2L course site for every scheduled class meeting.

COURSE READING SCHEDULE

Course readings, videos, and notes are repeated on the course **Reading Schedule**. This guiding document provides an overview of the entire semester so that students can plan accordingly. But, D2L will have the most up to date information as the class reserves the right to flexibility, especially during these uncertain times.

Course Policy

Technology

Research (Fried, 2008) has established that student learning declines as a result of the in-class use of laptops and other computing and communication devices. Not only are understanding and retention inhibited for the user of these tools, but positive outcomes are diminished for bystanders, too.

Therefore, to enable the best learning experience for all, laptops should only be used if they are critical for your success in the course. Phones should be placed on silent and put away during class time. Anyone engaging in disruptive use of technologies will be asked to stop.

That being said, we will use technology for engagement with class, through D2L and to access readings and assignments, along with occasional use in class.

Fried, C. B. (2008). In-class laptop use and its effect on student learning. *Computers & Education*, 50(3),

Late Work

One **Grace Pass** may be used throughout the semester for any course preparation that you may not have completed. Just send us an email and let us know that you need a 48-hour extension to complete your work, and poof! It will be granted. This policy applies to work required to prepare for class or submit for non-major assessments via D2L.

Note that if you must miss a retreat day, you will need to propose a series of events, readings, and assessment opportunities to us that we must approve. These alternatives must be the equivalent of one of the retreat days and will require an abundance of work on your end. **We very strongly discourage you from missing out on retreat days, and doing so (except in exceptional circumstances) will not be beneficial to your grade even if alternatives are made.**

Accommodations

If you have a disability that requires accommodation, please contact me during the first week of the semester. We will make every effort at all accommodations for readings, assignments, testing, and any other course content.

All students should know that the Office of Disability Services is an excellent resource. They provide several different services. Their contact information is as follows:

Office of Disability Studies
707 Building, 5th Floor
1102 W. Wisconsin Ave.
414-288-1645
ods@marquette.edu

[Office of Disability Services](#)
[Academic Integrity](#)
[Office of Student Educational Services](#)



Academic Misconduct

Academic dishonesty in any form is a serious offense. According to the Marquette Bulletin, the following, along with others, are cases of academic dishonesty:

- Copying another student's assignment, quiz, or exam
- Using unauthorized electronic devices or materials during an exam or quiz or for an assignment
- Communicating answers for an assignment, exam, or quiz
- Offering one's work to another person or presenting someone else's work as your own
- Completing an assignment or taking an exam for another student, or having someone complete an assignment or exam for yourself
- Outsourcing assignments, quizzes, and exams to fellow students or third parties.

Any case of academic dishonesty will not be tolerated and will be handled according to the Marquette Bulletin Academic Misconduct policy.

How to Survive in (another) year of the Plague

MU Attendance Policy

Attendance is reflective of completion of reading assignments and attendance. Following the official Marquette University Policy on attendance, no distinction is made between an excused and unexcused absence, with the following exceptions:

- Absence resulting from legal obligations, such as jury duty.
- Absences due to religious observances.
- Absences resulting from university sanctioned activities and travel.

If you are absent from class for any reason besides these three, you cannot make up classwork assignments.

There is no additional grade penalty for absences, though the professor reserves the right, per university policy, to drop any student from the class who has been absent from more than four class meetings by the deadline for withdrawal with a permanent grade of WA (*withdrawal for excessive absences*). This will happen if you are absent more than 5 times.

MU Covid Policy

It is your responsibility as a MU student to protect the health and safety of our community in this course. The University has mandated vaccination for all students for the academic year 2021-2022. COVID Cheq will still be used, but those fully vaccinated that provide documentation will no longer receive the daily symptom screening survey. Instead, they will receive a daily email providing a green check. You may be required to show your automated green check to gain clearance for entry into campus buildings. If you are experiencing symptoms related to COVID-19, you must follow the link in the automated email to report symptoms.

Instructors are expected to provide opportunities for students who miss classes due to symptoms, exposure, COVID-19 diagnosis, quarantine, an/or isolation make up graded in-class assignments. Labs, clinical and other field-based classes are the exceptions to this because it may be impossible to make up classwork I these types of classes.

CORE 4929 Quaranteams

The first week of classes, you will be divided into “Quaranteams” of 4 students. These Quaranteams will serve several purposes this semester, but in regards to the plague, these teams will be your life-line to stay connected if you have to miss class because of quarantine or illness.

- If you are sick or exposed and need to quarantine, your “Quaranteam” will make sure your are looped into the classes you miss.
- If you are unclear about an assignment, the readings for the day, the class projects, anything really, your quaranteam is the first place to go. Crowd source your team, first. If you are still unclear, reach out to Dr. Shew or Dr. Henery.

