

DRAFT

**Subject to change. Full
syllabus available in Canvas
the week of May 19th.**

**Loyola Institute for Ministry
Loyola University New Orleans**

**Ministry in the Marketplace
25M-LIM G820-Y1G0E**

Summer 2025

Instructor: Michele C. Mencuccini, Ed.D. **Office Hours:** By appointment, email me to
Email: mcmencuc@loyno.edu set up a meeting

Important! You will be notified by email to your Loyola email address when your course web site is available (normally the week before class begins). Please reply to the instructor's email when you receive it to confirm that you are ready to begin the course.

Course Description

All Christians are called into ministry by virtue of their baptism. A few are involved in ecclesial ministries, but most Christians live out their baptismal calling in the world beyond church settings. This course explores how faith and spirituality may be integrated into work and community settings while respecting the personal spiritualities and beliefs of all. Ministry in these various settings begins with personal presence to others in the context of work and everyday life and examines how one may live a vibrant Christian faith in the world by fostering the common good, ecological care, and more humane, compassionate, just, and sustainable social structures. The course presents workplace and community examples, illustrating how various processes might incorporate interpersonal respect and presence, group discernment, and care for the wider community and environment. Ecclesial ministers involved primarily in church ministries may benefit from this course as they explore ways to call forth and affirm gifts of the faithful in service of the reign of God.

Course Goals

By the end of this course, you will be able to:

- describe various dimensions of ministry in the marketplace;
- identify various personal and interpersonal aspects of ministry in the world;

- develop preliminary approaches to systemic change related to creating more just and ethical workplaces and communities; and
- discuss the meaning and importance of participation in the public life of a community as a means of fostering the common good.

Required Texts

Please order the required texts as soon as possible from the bookstore of your choice.

Benefiel, Margaret. *Soul at Work*. New York: Seabury Books, 2005. EAN: 978-598270138.

McCarter, Mack with Tim Muldoon. *How to Remake the World Neighborhood by Neighborhood*. Orbis Books, 2022. EAN: 978-1626985001.

Neal, Judi. editors. *Inspiring Workplace Spirituality*. Emerald Publishing, 2024. EAN: 978-1837536153. This text is available to read in Canvas as an ebook.

Additional required readings and media as included in the Canvas course.

Evaluation and Course Requirements

Sequence of Topics/Calendar of Assignments

Session	Topic	Assignments
Week 1 May 27– June 2	Introduction	Introduce self and respond to others; complete readings, watch video
Week 2 June 3–9	Relationships and Deep Listening	Complete readings, media, discussion questions
Week 3 June 10–16	Values, Vocation, and Integrity	Complete readings, media, discussion questions; attend optional synchronous meeting
Week 4 June 17–23	Transformations and Ministry to Organizational Systems (June 19, Juneteenth holiday)	Complete readings, media, discussion question; plan small group meeting for Week 5.
Week 5	Value-Led Organizations and Social	Complete readings, media,

June 24–30	Responsibility	discussion question; small group meeting
Week 6 July 1–7	Economic Considerations and Economy of Communion (July 4, Independence Day holiday)	Complete readings, media, discussion question
Week 7 July 8–14	Commitment to the Public Life	Complete readings, media, discussion questions; attend optional synchronous meeting
Week 8 July 15–21	Addressing Social Issues through Collaborative Encounter in Neighborhoods	Complete readings, media, discussion questions; begin drafting final paper; Spiritual Formation essay due on July 21 by 11:59 pm CDT
Week 9 July 22–28	Re-village-izing Society	Complete readings, media, discussion questions; continue drafting final paper
Week 10 July 29–31	Final Assignments and Course Evaluation	Final Assignments due July 29 by 11:59 pm CDT; complete the end-of-course evaluation

Due date for posting final grades: Wednesday, August 6, 11:59 pm CT

Week One Assignments

1. Read and watch material in Module 1, Introduction, in Canvas
2. Participate in a Discussion on Canvas by introducing yourself and greeting your fellow students
3. Indicate your preferences for synchronous class meetings (attendance is optional).
4. Review the syllabus and learning agreement
5. Watch the introductory video

Assessments

Each student's final grade will include the following parts:

		Percentage of Grade	
		Graduate	CEU
1	Substantive participation in weekly discussion via online postings and Zoom meetings; upload Spiritual	60%	100%

	Formation Essay		
2	Final Reflective Essay	40%	—

1. Participation in Weekly Sessions (60% of Graduate Student evaluation; 100% of ceu evaluation)

The modules of this course include assignments for reading, audio and video segments, and discussion questions. In addition to reading the assigned texts and listening to and viewing the media segments, all students will participate in the class discussions by way of the Discussion Board. Normally, students will post an initial 300-500 word response to the discussion question of the week and will respond to at least two of their colleagues' posts with a substantive response of 150-300 words.

Substantive responses involve more than “I agree” or “I like your ideas.” Say why you agree or disagree, ask new questions, and refer to course materials in your responses to your colleagues. Ideally, each discussion “thread” of the course will become a conversation. Be sure to check responses to your own postings and respond to any questions that others may have posed for you.

Asking Questions: One of the most effective tools of a good online discussion is the question. Communication in the online medium can be easily misinterpreted; conversely, it can be challenging to effectively convey tone and nuance in an online discussion. This can lead to misunderstanding, conflict, and frustration in the learning group. Please consider your audience as you post your reflections.

When in doubt about the meaning of a posting, a good strategy is to pose a question about it and to avoid making assumptions or jumping to conclusions. Even if the meaning seems straightforward, it is good practice to ask follow-up questions or questions for clarification. Good questions can also deepen the conversation. My hope for our discussions is that we will rely on the question as a standard tool for effective communication.

In Weeks 3 and 7, students may participate in a discussion of the assigned question in an optional online synchronous meeting instead of posting a written response. In Week 5, students will meet in small groups to engage in the discussion of the week and will post a summary of their insights from the discussion. In Week 8, in addition to participating in the online discussion of the weekly question, students will upload a brief essay on their use of the Ignatian *examen* throughout the course, and in Week 9 students will post an additional reflection on their review of the course.

Timely responses to each of these weekly assignments comprise the participation grade of the course. These assignments account for 60% of the grade for graduate students and 100% of CEU credit

2. Graduate Student Reflective Essay: Ministry in the Workplace (40%)

Graduate students will complete one reflective essay, integrating the course material and the student's experience and research. As in other courses, students should follow the guidelines, format, and citation style provided in the *Guide to Written Theological Reflection*, available at the LIM documents web page, and the *MLA Handbook for Writers of Research Papers* (latest edition) for proper writing and citation style in reflection papers.

In a 10 to 12-page reflective essay, students will reflect upon the ministerial needs that they see in their workplace and/or local community. Full directions in final syllabus in Canvas.

Grading Scale

A	93-100	B-	80-82.9	D+	67-69.9
A-	90-92.9	C+	77-79.9	D	60-66.9
B+	87-89.9	C	73-76.9	F	0-59.9
B	83-86.9	C-	70-72.9		

Overall Grading Scale

Letter Grade	Quality Points	Characteristics of Student Work
A	4.0	Work done with distinction. An outstanding use of all four evaluation criteria as a catalyst for critical reflection.
A-	3.7	Work done with distinction, with a few minor corrections needed.
B+	3.3	Work of very good quality. The assignment is addressed in an exceptional manner with a good balance of personal insight and academic documentation.
B	3.0	The standard for the master's degree. The assignment is adequately addressed in a clear and concise manner with appropriate documentation. If subsequent work meets this standard of quality, the degree will be awarded.
B-	2.7	The work is slightly below the standard for master's level work. The assignment is addressed, but a number of corrections is needed to address the assignment in a clear and concise manner. If subsequent work continues at this level, the student may not continue in the degree program.
C+	2.3	Substandard graduate work. Evaluation criteria are not adequately met in the assignment. Moderate improvement is needed. If subsequent work continues at this level, the student may not continue in the degree program.
C	2	Less than graduate-level work. Evaluation criteria are not met. If subsequent work continues at this level, the student may not continue in the degree program.
C-	1.7	Below average, grade does not count towards graduation.
D+	1.3	Minimally passing, grade does not count towards graduation.
D	1	Minimally passing, grade does not count towards graduation.
F	0	Assignment not addressed at all, incomplete assignment, or not submitted on time.

Please note that the LIM grading scale uses B as the standard for graduate-quality work. A and B+ indicate graduate work done with distinction, with B- and below signifying levels below graduate standards.

Course Policies

Incomplete Grade Policy

Students are subject to the university policy regarding incomplete grades with the following additions to university policy. Grades of Incomplete are given at the instructor's discretion. Students must complete LIM's Incomplete Grade Request Form found in the Resources, Policies, Forms, & Services section of their Canvas course. Students should first inquire of their instructor whether or not they are eligible for an incomplete; this must occur with sufficient time to complete the process explained here. To be eligible, students may not have received an Incomplete in the previous semester, must have completed at least 75% of the course work to date, and must have at least a C or above in the course. After the instructor makes an initial assessment of eligibility, including checking with the LIM Office to ensure there was no Incomplete in the previous semester and finds the student eligible, by the due date of the course's final assignment, a student must complete and obtain all signatures for LIM's Incomplete Grade Request Form found in the Resources section of their Canvas course and submit it to their instructor, who will forward a copy to the LIM Director. LIM graduate students may not receive Incompletes in LIM courses in consecutive semesters.

Attendance and Participation

Students are subject to the university policy regarding attendance found online in the Bulletin. Students in online courses communicate their presence by active participation in weekly discussions. Each course's instructor sets requirements for how many times students must post on the Discussion Board in Canvas. Failing to post during the first week of class may result in removal from the course. If you foresee that you will be unable to post in a given week, please contact the instructor ahead of time. Extensions for posting are given at the instructor's discretion and for a valid reason may be granted if arranged ahead of time. In extraordinary circumstances, students may arrange with their instructor to post up to two weeks after a deadline, though this may entail a grade reduction. Posts and other assignments submitted more than two weeks late may be subject to a grade of zero. If students do not post in a given week, they are considered absent. Absence for more than one week without contacting the instructor may result in removal from and failure of the course.

University Policies

Please read Part 2 of the syllabus (located on LORA and in Canvas) for university policies on plagiarism, accessible education, and more.