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**Calumet College**

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**of Saint Joseph**

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*Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.*

*We are committed to the Five Pillars of a CCSJ Education: The CCSJ graduate will be Open to Growth, Intellectually Competent, Religious, Loving, and Committed to Doing Justice. This class, as outlined below, will help you to achieve those goals.*

**COURSE SYLLABUS, Fall 2020****Course: THEO 230-X Search for Ultimate Meaning****Instructor Information:**

<b>Instructor Name</b>	Fr. Andrew Summerson
<b>Office Number:</b>	
<b>Phone Number:</b>	219 659-0277
<b>Email:</b>	asummerson@ccsj.edu
<b>Office Hours:</b>	Usually available Tuesday Afternoons from 4-6 p.m. and by appointment: Virtual and in person available.

**Instructor Background:** I am Byzantine Catholic priest and administrator of St. Mary's Parish here in Whiting, Indiana (2011 Clark St.; [www.stmarywhiting.org](http://www.stmarywhiting.org)). Come and visit us for services sometime! I have lived in Whiting since 2018. I have doctorate in theology from the Pontifical Patristic Institute in Rome. I specialize in the theology from the first millennium of Christianity. I lived in the eternal city for 5 years and worked at Vatican Radio, covering global news and providing commentary for papal events. I don't have a lot of spare time, but I do like to read, bake sourdough bread, and walking around Whiting. It's a great town! Try to enjoy it.

**Course Information:**

<b>Course Delivery Method:</b>	<b>Hybrid.</b> (Students will be organized into two groups, "A" and "B." "A" will be face-to-face the first meeting of the week, then remote the second. "B" will be remote the first meeting of the week, then face-to-face the second. Students must attend each class either on-site or on-line.
<b>Course Time:</b>	Tuesday 7 p.m.-10 p.m.

<b>Classroom:</b>	
<b>Prerequisites:</b>	EWPC 103
<b>Required Books and Materials:</b>	<ul style="list-style-type: none"> <li>- The Bible</li> <li>- The Catechism of the Catholic Church</li> <li>- Ronald Rolheiser. <i>The Holy Longing: The Search for a Christian Spirituality</i>, New York, NY: Doubleday, 2014.</li> <li>- Ronald Rolheiser. <i>Wrestling with God</i>. New York, NY: Penguin Random House, 2018.</li> <li>- Ronald Rolheiser. <i>Shattered Lantern</i>. New York, NY: Crossroad Publishing, 2005.</li> <li>- Supplemental materials will be provided or recommended over the course of the semester.</li> </ul>

**Learning Outcomes/ Competencies. Students in this course will:**

Undergraduate Learning Objectives	Bloom's Taxonomy Level	Formative and Summative Assessment Methods
Students will read analytically, synthetically, and critically in a variety of genres.	Analysis and Synthesis	Discussions based on lectures and assigned readings, quizzes; 1 major paper.
Students will write in a variety of forms using valid logic, persuasive rhetoric, and correct grammar, usage, and punctuation.	Application, Analysis and Synthesis	Quizzes; Papers; focus group activities.
Students will represent, apply, analyze, and evaluate relevant qualitative and quantitative mathematical and scientific evidence (i.e. equations, graphs, diagrams, tables, words) to support or refute an argument.	Application, Analysis and Evaluation	Quizzes; research papers; focus groups.
Students will be able to deliver an oral presentation with a clear central idea that is logically developed, supported by convincing evidence and valid reasoning, and expressed using language and delivery choices thoughtfully adapted to the audience.	Application, Analysis and Synthesis	Speech
Students will appreciate, create, and critique the persuasive power of art and media.	Application, Analysis and Evaluation	Discussions based on lectures and assigned readings, research papers; reflection activities.
Students will be able to apply ethical standards to social issues and analyze their own core beliefs and the origin of these beliefs.	Synthesis and Evaluation	Discussions based on lectures and assigned readings, two research papers; quizzes; focus group activities.
Students will develop a sense of the meaning, breadth, and depth of the spiritual life.	Comprehension	Discussions based on lectured and assigned readings; focus group activities; major papers.
Students will develop a sense of their own spirituality and their personal spiritual commitments.	Evaluation	Quizzes; focus group activities; research papers.

**This course meets the following learning objectives for the Theology program:**

1. Appreciate, analyze, and apply an understanding of the dignity of human persons and communities as foundational to theological study and ministerial relationships.
2. Demonstrate an understanding of the breadth and coherence of Christian theological studies.
3. Apply moral principles and ethical guidelines from Catholic teaching to issues in ministry and contemporary life.
4. Create positive social change based on the relationship between faith and justice from a Catholic, ecumenical, inter-religious, and global perspective.

**The course also meets the following General Education Program objectives:**

1. Students will read analytically, synthetically, and critically in a variety of genres.
2. Students will write in a variety of forms using valid logic, persuasive rhetoric, and correct grammar, usage, and punctuation.
3. Students will appreciate, create, and critique the persuasive power of art and media.
4. Students will be able to apply ethical standards to social issues and analyze their own core beliefs and the origin of these beliefs.

**Course Description:** Calumet College of St. Joseph’s General Education Program culminates in The Search for Ultimate Meaning. In this course, students gain a broad overview of the academic study of Christian theology and its articulation within the Catholic tradition. Topics include the human search for meaning, human nature and human destiny, the nature of God, faith and reason, divine revelation, biblical interpretation, the person of Jesus Christ and the Trinity, worship, theology of Church, and sacramental spirituality for a post-modern world.

This capstone experience serves two purposes: first, it provides an opportunity for students to demonstrate proficiency with respect to the six learning objectives associated with the College’s General Education Program; and second, it encourages individual development with respect to the “five pillars” that define an undergraduate education at Calumet College of St. Joseph. The Search for Ultimate Meaning focuses on the spiritual life and empowers students of diverse religious identities to discover and to live out their own beliefs more fully.

**Learning Strategies:**

- Assigned text readings.
- Lectures and discussions pertaining both to course content and to the research methods and techniques to be employed over the course of the semester.
- Three papers pertaining to the application of a qualitative research strategy (i.e., the life story method), first, to the student himself or herself; second, to a biographical account of an historical, cultural, or religious figure; and, third, to the life of a leader in the community.
- A journal that will provide a basis for an ongoing correspondence between the individual student and the instructor.

**Assessments:**

<b>Assessments:</b>	
<b>Major Assignments:</b>	
<b>Assessments:</b> <i>See detailed explanations below</i>	<p><b>Weekly Response Papers: 25%</b> Weekly 2-page papers based on the readings</p> <p><b>Note Checks 10%</b> 7 during the semester, uploaded on blackboard when asked.</p> <p><b>In Class Journaling 10%</b> 5-6 during the semester, responding to prompts, readings, or prayer exercises</p> <p><b>Final Synthesis Paper 20%</b> 5 page paper detailing one’s one personal spirituality</p> <p><b>Final Exam: 15%</b> Oral conversation covering material from the class and feedback on the paper</p> <p><b>Participation 20%</b> Calculated at the end of the semester based on “focused engagement” in class, during small and large group discussions. (Active listening; focused; contributes; overall engagement; peer review; self-evaluation.)</p>

<b>Total</b>	<b>100%</b>	
<b>Grading Scale:</b>		
100% – 92%: A	91% – 90%: A-	
89% – 88%: B+	87% – 82%: B	81% – 80%: B-
79% – 78%: C+	77% – 72%: C	71% – 70%: C-
69% – 68%: D+	67% – 62%: D	61% – 60%: D-
59% and below:	F	

<b>Student Responsibilities</b>	
<b>Professional Communication with Instructor:</b>	Email communications with the instructor must begin with some version of the following: “Dear Professor/Fr./Rev./Dr.” Failure to begin with that format, or the use of “text message slang” throughout the message, could result in a “deleted” email by the instructor.
<b>Using Electronic Devices in Class:</b>	<p>Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.</p> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>- <b>One point deduction from one’s semester average for each cell phone “indicator,” e.g., vibration, ring tone, noticeable illumination, etc. This would also include “checking one’s cell phone” during class.</b></li> <li>- <b>One deduction from one’s semester average for online navigation that is impertinent to the academic task, e.g., checking Facebook, etc., should laptops be used in class.</b></li> </ul>
<b>Safety Measures</b>	<p>The safety of our College Family in this unprecedented time is our primary concern. Following guidelines presented by the Centers of Disease Control (CDC), the Indiana Health Department, and best practices among other institutions of higher education, we are requiring the following:</p> <ol style="list-style-type: none"> <li>5. Face coverings over the mouth and nose in all indoor public spaces, including classrooms, the library, the Tutoring Center, and faculty offices.</li> <li>6. Because face coverings are in use, no eating or drinking in the classroom. Plan to meet your needs between classes using appropriate social distancing.</li> <li>7. Daily self-monitoring. If you have a temperature of 100.4 or higher, or any symptoms of COVID-19 – fever or chills, a cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, or nausea or vomiting – stay home and consult the class policy for staying on track.</li> <li>8. Disinfecting your personal space using the materials provided when you enter the classroom.</li> <li>9. Maintaining physical distancing of at least six feet within classrooms and other common spaces.</li> </ol>

	<p><b>Please note:</b> To accommodate students who may not be able to attend class in person, this class may be taped and posted to the course Blackboard site. Tapes will not be used for any other purpose outside of class.</p>
<p><b>What to Do in Case of Illness</b></p>	<p>If you are exposed to COVID 19, become ill, or are otherwise unable to attend classes as required, notify the College by sending an email to <a href="mailto:illness@ccsj.edu">illness@ccsj.edu</a>. The message that you are unable to attend class will be relayed to your faculty. The College will contact you with expectations regarding next steps and follow-up.</p>
<p><b>Attending Class</b></p>	<p>You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. Being absent doesn't excuse you from doing class work; you have <b>more</b> responsibilities to keep up and meet the objectives of this course.</p> <p><b>A student must drop the class after SIX (6) late arrivals regardless of how much time has elapsed after class has begun. A student must drop the class after SIX (6) absences regardless of the reason for the absences.</b> Students are encouraged to use their tardy and absences options wisely. <b>Students may be marked tardy if they leave the classroom for more than 10 minutes during a given class period.</b> This policy is non-negotiable. (Again, the sixth absence will result in immediate dismissal from the course.)</p>
<p><b>Turning In Your Work</b></p>	<p>You cannot succeed in this class if you do not turn in all your work when due. Late work is not accepted and will result in a zero for that assignment</p>
<p><b>Meeting Standards for Classroom Behavior</b></p>	<ul style="list-style-type: none"> <li>• <b>Use all the class time.</b> Come to class on time and stay in class until the end. Coming late, leaving early, and getting up during class disrupts the class and disrespects others. <i>Zoom rules: You must sign in on zoom by the start of the class. Attendance online will be randomly checked throughout the class.</i></li> <li>• <b>Come prepared.</b> Bring your texts, be prepared to take notes, and be able to demonstrate that you have completed the assignments for the day through your participation in class. <i>Zoom rules: Please keep screen turned on and muted. You must be attentive, with appropriate posture looking at the screen, and dressed appropriately.</i></li> <li>• <b>Respect others.</b> Listen when your classmates and the instructor are speaking. Think about their contributions. Respond appropriately.</li> <li>• <b>Use electronic devices only for class purposes.</b> Engage with your classmates and the instructor without technological distractions. Laptops and phones will be required to take tests. After testing period is over, electronic devices will not be used. If the professor sees inappropriate use of electronic devices outside of the specific times, students will be dismissed from class and marked absent.</li> <li>• <b>Be engaged.</b> You will get the most out of this class what you put in. If any work or activity outside of class is done during class time, you will be dismissed from the classroom from that day and marked absent.</li> </ul>

<b>CCSJ Student Honor Code</b>	<p>This course asks students to reaffirm the CCSJ Student Honor Code:</p> <p>I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:</p> <ul style="list-style-type: none"> <li>• Continuously embrace <b>honesty and curiosity</b> in the pursuit of my educational goals;</li> <li>• Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my <b>community</b>;</li> <li>• Do my own work with <b>integrity</b> at all times, in accordance with syllabi, and without giving or receiving inappropriate aid;</li> <li>• Do my utmost to act with commitment, inside and outside of class, to the goals and <b>mission</b> of Calumet College of St. Joseph.</li> </ul>
<b>Doing Your Own Work</b>	<p>If you turn in work that is not your own, you will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines to document sources avoids plagiarism. You'll find guides to the major citation methods at the CCSJ Specker Library Web page at <a href="http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite">http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite</a></p> <p>You'll also find a comprehensive guide to understanding what constitutes plagiarism, "What Is Plagiarism," on the Specker Library Web page at <a href="https://www.ccsj.edu/library/What%20is%20Plagiarism.pdf">https://www.ccsj.edu/library/What%20is%20Plagiarism.pdf</a> This guide comes from Plagiarism.com, and covers many ways in which plagiarism can occur. Be sure to review this important source!</p> <p><b>Please note:</b> All papers may be electronically checked for plagiarism.</p>
<b>Sharing Your Class Experience</b>	<p>Your voice matters! At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!</p>
<b>Withdrawing from Class</b>	<p>After the last day established for class changes has passed (see the College calendar in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the Course Catalog.</p>

<b>Resources</b>	
<b>CCSJ Book Rental Program</b>	<p>The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently</p>

	located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see <a href="http://www.ccsj.edu/bookstore">http://www.ccsj.edu/bookstore</a> . <b>All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.</b>
<b>Student Success Center</b>	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library. In addition, you can access online tutoring at Tutor.com. See the link within the Blackboard course.
<b>Disability Services</b>	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
<b>Student Assistance Program</b>	Through a partnership with <b>Crown Counseling</b> , Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at the Crown Counseling offices in Crown Point or Hammond. For more information, <b>contact Kerry Knowles SAP Counselor</b> , at 219-663-6353 (office), 219-413-3702 (cell), or <a href="mailto:kerryk@crowncounseling.org">kerryk@crowncounseling.org</a> .
<b>CCSJ Alerts</b>	Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: <a href="http://www.ccsj.edu/alerts/index.html">http://www.ccsj.edu/alerts/index.html</a> .

### Course Schedule:

<b>THEO 230 COURSE CALENDAR – FALL, 2020</b>
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Tuesday, 8/25

- Introduction

Tuesday, 9/1

- Topic: Spirituality Overview. Pp. 1--31 (ESH)
- Topic: “Wrestling for Self-Understanding Within a Complex Nature,” (WWG 1)
- Topic: “What is Spirituality?” (HL 1)

Tuesday, 9/8

- Topic: The Current Struggle with Spirituality (HL 2)
- Topic: “The Nonnegotiable Essentials” (HL 3)

Tuesday, 9/15

- Topic: “Christ as the Basis for Christian Spirituality” (HL 4)

- Topic: “Consequences of the Incarnation for Spirituality” (HL 5)

## Tuesday, 9/22

- Topic: “Wrestling with Faith and Doubt” (WWG 5)
- Topic: “Wrestling with God” (WWG 6)
- Topic: “Wrestling for Faith Within a Complex Culture” (WWG 7)

## Tuesday, 9/29

- Topic: “A Spirituality of Ecclesiology” (HL 6)

## Tuesday, 10/6

- Topic: “A Spirituality of the Paschal Mystery” (HL 7)

## Tuesday, 10/13

- Topic: “A Spirituality of Justice and Peacemaking” (HL 8)

## Tuesday, 10/20

- Topic: “Spirituality of Sexuality” (HL 9)
- Topic: “Wrestling with our Erotic Energies,” (WWG 2)
- Topic: “The Problem,” (RH 1); “The Dangers of Loneliness” (RH 2); “Bringing the Problem into Focus” (RH 3)
- Topic: “The Potential Value of Loneliness” (RH 7); “Toward a Spirituality of Loneliness” (RH 8)

## Tuesday, 10/27

- Topic: “Prayer,” (CS 4)
- Topic: “Practices of Prayer,” (ESH pp. 118—152)

## Tuesday, 11/3

- Topic: “Meditation/Contemplation,” Huggett article. [articles found in BB under “Weekly Readings/Composite”]
- Topic: “Contemplation,” Merton article.
- Topic: “Finding God in the Depths of Silence,” Rohr article.
- Article: “The Present Moment,” Jean-Pierre de Caussade
- Article: “Prayer,” St. Julian of Norwich
- Article: “Solitude,” Henri Nouwen
- Due: Revised papers given to new peer reviewer. Feedback due next class.

## Tuesday, 11/10

- Article: “Complete Surrender,” St. Augustine
- Article: “Purifying the Soul,” St. John of the Cross
- Article: “Dealing with Temptations,” Thomas a Kempis
- Article: “A Habitual Sense of God’s Presence,” Brother Lawrence
- Article: “Finding Faith in the Mundane,” Kathleen Norris
- Due: Reviewed papers returned to peers.

## Tuesday, 11/17

- Article: “Movements Produced in the Soul,” St. Ignatius of Loyola [*The Examen*]
- Article: “The Grace of Humility,” Jeremy Taylor



Tuesday, 11/24 **THANKSGIVING WEEK**

- No class meeting.

Tuesday, 12/1

- Topic: “Some Guidelines for the Long Haul” (WWG 8)
- Topic: “Sustaining Ourselves in the Spiritual Life” (HL 10)

Tuesday, 12/8

- Integration Day / Prep for Final / Course Evaluation
- **Final Exam**

*This syllabus is subject to revision at the discretion of the instructor.*

### Assignments

**Weekly Response Papers: 25%**

**Note Checks 10%**

**In Class Journaling 10%**

**Participation 20%**

**Final Synthesis Paper 20%**

**Final Exam: 15%**

## **EACH CLASS**

### 1. Response Paper

- Clearly cite one specific sentence, or summarize one main idea, presented by the author. If two or more articles are assigned for a particular week, read both articles, but choose one to write about. If using a direct quote, make certain to use proper citation, i.e., “*The spiritual life is a restless pursuit toward God*,” Rolheiser, 123.
- Questions to consider in response: **What can this reading do for my spirituality? How does this reading open up new options for my life? What’s meaningful for me in this reading and why? How am I challenged by this reading? What does this mean for me right now?**
- Format:
  - First Line: Your name, the date due. Example: Chuck Roast / 1-17
  - Two **FULL** pages. 12 point font, one inch margins, double spaced, proper citations, times/Helvetica font, no electronic copies; due at beginning of class; spell/grammar checked; late papers not accepted (zero credit given).
  - Assessment: Each point above is addressed.
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### 2. Lecture Note Check (7 throughout the semester) Lecture notes should list:

- three main points from each lecture,

- b. plus a citation, from a text considered in class that day, to back up or illustrate each main point.
- c. and, the connection among the points should be clear to any reader of your notes, whether they heard the lecture or not.
- d. Complete sentences should be used, with proper grammar and syntax, use of quotation marks, etc., though these notes should be concise, approximately 250 -350 words per set.

Here is how each will be graded: 10 points total for each set of lecture notes:

- 1 point for writing with proper syntax, full sentences, correct punctuation and no typos. (Instructor reserves the right to take off more than one point for repeat extreme offenders; you will be warned.) Be Professional!
- 3 points for having main points, numbered (1 point per main point)
- 3 points for having appropriate citations, one for each main point(1 point per citation).

3 points, in each case, for having correct main points and developing the points beyond the bare minimum, perhaps with the judicious use of sub-points, etc. IMPORTANT: Students may not turn in lecture notes for class lectures at which they were not present, even if the absence is excused.

- 2. In Class Journaling
  - a. As announced
- 3. Participation
  - a. Calculated at the end of the semester based on “focused engagement” in class, during small and large group discussions. (Active listening; focused; contributes; overall engagement; peer review; self-evaluation.)

<b>MAJOR PAPER</b>
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**Paper 1:**

- 1. Cumulative Paper: **“What are the meaningful essentials of my personal spirituality?”**
- 2. Compose a five page mission-centric essay based on key concepts from the course. Each page of your paper will consider the book through one of particular “pillars” of a CCSJ education. (*See end pages of Syllabus for “Five Pillars.”*)
  - a. For example, page one will be dedicated to, “Open to Growth.” How did you experience yourself open to growth as you read Rohlheiser’s work?
  - b. The sub-questions under each pillar (*see end pages of syllabus*) will serve as helpful prompts for you. Choose one, or none, of the prompts. Refer to what you underlined.
- 3. Requirements: Five full pages; each pages addresses a pillar of our mission across curriculum pedagogy; cover page; type-written, 12 point font; one inch margins; times/Helvetica font; stapled; one sentence cited per page; clear and thoughtful engagement with the text and the student. 60 total points.
  - a. “Late”: 10 point deduction per 24 hour period, including weekends. One point deduction for each formatting oversight.
  - b. Will not accept papers electronically. Due at the beginning of class, otherwise it will be considered “late.”
- 4. A formal rubric will be distributed in class and posted on BlackBoard.

5. Because this paper is so significant, it will be peer-reviewed once before the student submits it to the instructor for final review.

## FINAL EXAMINATION

The final examination will be oral and will comprise two parts: questions from the material during the semester and discussion of your synthesis paper.

## FIVE PILLARS OF A CCSJ EDUCATION

### **I. OPEN TO GROWTH**

1. How am I taking responsibility for my overall wellness: emotionally, intellectually, physically, socially, and religiously?
2. How am I learning to accept myself, talents and limitations, victories and defeats?
3. How am I becoming more conscious of my feelings? How am I becoming freer and more authentic in expressing them? At the same time, how am I accepting responsibility (to self and others), and to managing my impulsive drives?
4. How am I developing an appreciation of beauty and creativity?
5. How am I becoming more flexible and open to other points of view? To recognizing how much I learn from careful listening?
6. How am I developing a habit of reflection about my experiences?
7. How am I seeking new experiences, even those which involve some risk or the possibility of failure?
8. How am I exploring career and related choices within the framework of Christian values?
9. How am I becoming more open to complicated life issues?

### **II. INTELLECTUALLY COMPETENT**

#### **B. General Skills and Attitudes:**

10. How am I thinking more logically and critically than I did last year at this time?
11. How am I developing precision and personal style in thought and expression both written and oral?
12. How am I using my imagination to develop curiosity to explore ideas and issues?
13. How am I developing the ability to apply knowledge and skills to new situations? How am I adjusting to a variety of learning formats?
14. How am I becoming a more organized person?
15. How am I progressing with my ability to conduct research and presenting a convincing argument in both written and oral form?
16. How am I taking pride and ownership in my efforts and accomplishments? How am I enjoying intellectual and aesthetic (artistic) pursuits?

#### **C. Substantive Knowledge:**

17. How am I developing a general knowledge of the central ideas, methodologies, and limits of a variety of intellectual disciplines?
18. How am I relating current issues and perspectives to some of their historical antecedents?
19. How am I growing in awareness of my cultural heritage and that of others?

20. How am I understanding some of the implications of the uses of science, technology, and capital in public policy?
21. How am I understanding my rights and responsibilities as a citizen of the United States and as a member of the world community?
22. How am I understanding strengths and weaknesses of the practices of the United States government?
23. How am I developing the critical consciousness to analyze and to evaluate points of view relative to issues facing men and women?

### **III. RELIGIOUS**

24. What have (a) Jesus Christ, and, (b) the Catholic Church have contributed to the dignity of the human person and social justice throughout the world?
25. How am I integrating the ministry of the C.P.P.S., the Missionaries of the Precious Blood, and the life of their founder, St. Gaspar, into my daily life?
26. How am I actively seeking to discover God in all things?
27. How have I had an experience of God, either in private prayer, while on a retreat, in liturgical prayer, or in some other moving experience? How am I learning to express myself by using various methods of prayer?
28. How do I notice that my conscience is forming? How am I evaluating and making ethical choices with increasing clarity?
29. How am I learning through my own failure the need for healing by, and reconciliation with, friends, family, Church, and God?
30. How am I becoming a more intentional “person for others”?
31. How am I actively working toward social justice in my life and in my community?

### **IV. LOVING**

32. How am dealing I with issues of trust? Trusting friends, family, superiors?
33. How have I experienced God’s love in my life?
34. How am I beginning to love myself more and to see myself as loved by God and others?
35. How have I dealt with personal prejudices and stereotypes? How do I often communicate more easily with others, especially with peers of other races, ages, religions, sexual orientations, nationalities, and socio-economic backgrounds?
36. How have I experienced the support of various levels of community at Calumet College of St. Joseph?
37. How have I contributed to the college community?
38. How have I worked to cultivate deeper friendships and handled those that aren’t as long lasting?
39. Through service to others, how do I appreciate the satisfaction of giving myself for other people and thereby discovering a more meaningful life?
40. How am I with putting himself in another’s place and understanding what that person is feeling?
41. How am I sensitive to the beauty of the created universe and is caring about life and the natural environment?

### **V. COMMITTED TO DOING JUSTICE**

42. How am I aware of selfish attitudes and tendencies which lead one to treat others unjustly? How do I consciously seek to be more cooperative, understanding, accepting, and generous with others?
43. How does the Christian faith challenge me to help build a just society?
44. How is my global awareness growing in terms of current social problems (human rights, energy, ecology, food, population, terrorism, arms race, etc.) and their impact on various human communities?

45. How am I understanding the structural roots of injustice in social institutions, attitudes, and customs? How am I taking some responsibility for injustice in my own world?
46. How do I recognize the needs of some disadvantaged segments of the community by working with them in community service programs? How have I gained some empathetic understanding of their living conditions?
47. How am I developing greater compassion for victims of injustice? How am I cultivating an active concern for social changes that will assist them in gaining their rights and increased human dignity?
48. How will my career be of service to others?
49. How do I understand my obligation to participate in the building of a humane, civic, and religious community in a way that will respects the diversity of those communities?
50. How am I understanding the complexity of many social issues? How am I more critically reading diverse sources of information about them?
51. How am I confronting some of the moral ambiguities imbedded in values promoted by Western culture?
52. How am I seeing that the values of an overly competitive consumer society are sometimes in conflict with the demands of a just society, and indeed with the Gospel?