



Advancing God's Kingdom by Preparing Competent Christian Leaders for
Spirit-Empowered Life and Ministry

P146 Introduction to Spiritual Formation

3 credits. Prerequisites: none

January 13, 2020 – April 17, 2020

Term C and D

Monday, Wednesdays 10:45am-12:15pm

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Course Content and Goals

Course Description

This course will introduce students to a myriad of spiritual disciplines, both historic and modern from a wide variety of Christian expressions. Through the lens of Scripture and historical practices, students will appreciate why the disciplines are important, what fruit they produce and how they can be incorporated into a busy life style. Multiple opportunities to practice these skills will be provided.

Relationship to Horizon's Mission

At the core of Horizon's mission is the preparation of a life empowered by the Spirit. The testimony of Scripture clearly links this enablement with the ongoing practice of the spiritual disciplines. As these disciplines are studied, internalized and enacted, they become conduits through which God's grace is allowed to impact facets of the student's life, the results of which are an ever-deepening spiritual life and an ever-widening spiritual influence.

Core Competencies and Learning Outcomes

To demonstrate competency in *Spiritual Maturity*, students will

1. Participate in a myriad of spiritual disciplines (some assigned and some chosen) and analyze their response to each of those experiences.
 - *Assessment: Personal Spiritual Formation Journal, Spiritual Disciplines Praxis, Spiritual Retreat, Development of a Personal Rule of Life*
2. Compare and contrast the truths of Scripture against the cultural presuppositions often propagated in culture that potentially hinder spiritual growth.
 - *Assessment: Textbook Reading & Critical Reflection*

To demonstrate competency in *Contextual Awareness*, students will

3. Develop a basic knowledge of one faction of historic Christianity and identify the spiritual disciplines practiced by that group.
 - *Assessment: Christian Practices Investigation*
4. Identify the biblical context for one of the common spiritual disciplines.
 - *Assessment: Biblical Research Assignment*

Course Work

Required Readings

Smith, James Bryan. *The Good and Beautiful God*. Downers Grove, ILL: InterVarsity, 2009. (ISBN: 978-0-8308-3531-7)

AND ONE of the following two books (student's choice):

Smith, James Bryan. *The Good and Beautiful Life*. Downers Grove, ILL: InterVarsity, 2009. (ISBN: 978-0-8308-3532-4)

Smith, James Bryan. *The Good and Beautiful Community*. Downers Grove, ILL: InterVarsity, 2010. (ISBN: 978-0-8308-3533-1)

**Students are responsible to purchase textbooks from a third-party retailer. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

Portfolio Components. *Rule of Life*. This assignment must be edited and submitted for the Spiritual Maturity competency page in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): "What Goes in My Portfolio" for further information.

1. Personal Spiritual Formation Journal.

Students will receive a Word template that will continuously be filled in throughout the course. The template will contain spaces for course notes, daily journal logs, observations gleaned from spiritual disciplines practiced, two self-assessments, retreat notes, research formulated and finally the student's designated Rule of Life. This document will be submitted each week for assessment.

- See Learning Outcome #1
- **Assignment Length: Daily completion of a one page table.**

Due Date: Jan 17, Jan 24, Jan 31, Feb 7, 14, 21, Mar 13, 20, 27, Apr 3, 9 2020.

2. Textbook Reading & Critical Reflection

It is expected that the student will have read both assigned textbooks by the end of this course. Student journal entries should demonstrate clear evidence of this reading. They will highlight a theme from each chapter (both books) and include at least one journal

entry detailing their ruminations on that theme. Further, they will select either a current movie, popular song or advertisement and prepare a one page reflection comparing and contrasting the message of the media selected against that of one of the author's major themes.

- See Learning Outcome #2
- **Assignment Length: One paragraph per chapter. Date Due: Weekly.**

3. *Spiritual Disciplines Praxis*

Each week, students will either be assigned one spiritual discipline activity or will be allowed to choose one activity from a list provided. This discipline will be practiced through the week and then reported on in their Spiritual Journey journal. At the end of the course, each student will be asked to give a five-minute testimony as to what they gleaned from these expressions of spiritual growth.

- See Learning Outcome #1
- **Assignment Length: ½ page per discipline practiced. Date Due: Weekly.**

4. *Christian Practices Investigation*

Using a minimum of three academic sources, students will research the spiritual disciplines associated with one major historic Christian movement. This assignment does not require a formal write-up, but competency will be exhibited through the submission of at least three pages of substantial, in-depth, descriptive data, organized as a lesson plan suitable for teaching. Possible moments include:

- Desert Fathers
- Benedictine Monastic Spirituality
- Jesuit Spirituality
- Para-church (Campus Crusade, Navigators etc.)
- Greek Orthodox Spirituality
- English Spirituality (Anglican)
- See Learning Outcome #3
- **Assignment Length: 3 pages. Date Due: February 19, 2020.**
- Word of Faith teachings
- Wesleyan Formation
- Classic Pentecostalism
- Quakerism
- Puritanism
- Latter Rain

5. *Biblical Research Assignment*

With consideration to the second textbook chosen (either personal life or community), the student will research and report on a given spiritual disciple theme as detailed in the Bible. Relevant passages (minimum of five) will be identified and a three-page lesson plan will be written exploring the student's understanding of the overarching themes.

- See Learning Outcome #4
- **Assignment Length: 3 pages. Due Date: April 8, 2020.**

6. *Spiritual Retreat*

Every student registered in this course will be required to attend and participate in a one day spiritual retreat on Friday, April 3 from 9:00am – 3:00pm at the Queen's House Retreat Centre (601 Taylor Street West). Cost is \$20.00 and includes lunch. Alternate arrangements will be made for those live-streaming into the course, although remote participation in the activity during this same time period will be expected.

- See Learning Outcome #1

- **Assignment Length: 6 hours. Due Date: April 3, 2020**

7. *Development of a Personal Rule of Life*

Based on material gleaned from the course, the student will prepare a one-page document that details their plan (Rule of Life) for spiritual growth over the next six months. Further details will be provided on Populi.

- See Learning Outcome #1
- **Assignment Length: 1 page. Due Date: April 10, 2020**

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	N/A
Personal Spiritual Formation Journal	15 hrs	Weekly
Textbook Reading & Critical Reflection	16 hrs	Weekly
Spiritual Disciplines Praxis	15 hrs	Weekly
Christian Practices Investigation	6 hrs	Feb. 19, 2020
Biblical Research Assignment	5 hrs	April 8, 2020
Spiritual Retreat	6 hrs	April 3, 2020
Development of a Personal Rule of Life	1 hr	April 10, 2020
Total =	94 hrs	

Please Note That:

First submissions of assignments will not be accepted after April 10, 2020. All first revisions are due by Tuesday, April 14. No resubmission of assignments will be accepted after April 16, 2020.

Assessment Rubrics

Assignment rubrics will be distributed in class and will always be available under the link “All Course Material”, accessible from the course instance on Populi.

Course Outline / Class Schedule

Syllabus and assignment due dates will be reviewed.

Unit 1 Contextual Background

1. What is spiritual formation
2. How has the early church historically viewed spiritual formation?
3. Current trends
4. Relationship to “works”
5. Impact upon ministry effectiveness
6. Personal characteristics that will affect spiritual formation
7. Impediments to spiritual growth

Unit 2 Inward Spirituality

1. Rest, Silence, Thanksgiving, Generosity, Scripture, Sin, Sacrifice

Unit 3 Outward Spirituality

1. Play, Hospitality, Sabbath, Fasting, Lying, Retaliation. Vainglory, Avarice, Worry, Judgement

Unit 4 Corporate Spirituality

1. Testimony, Serving, Loving the Disagreeable, Reconciliation, Art, Accountability, Worship

Unit 5 Developing a personal Rule of Life

- *On the first day of class, time for students to enter their assignments into a study calendar will be provided.*
- *Ten minutes on the final day of class will be given to fill out course evaluations.*

Reading Schedule:

Good and Beautiful God		Good and Beautiful Life (or Community)	
Chapter 1, 2	January 17, 2020	Chapter 1, 2, 3	March 13, 2020
Chapter 3, 4	January 24, 2020	Chapter 3, 4, 6	March 20, 2020
Chapter 5, 6	January 31, 2020	Chapter 7, 8	March 27, 2020
Chapter 7, 8	February 7, 2020	Chapter 9, 10	April 3, 2020
Chapter 9	February 14, 2020	Chapter 11, 12	April 10, 2020

Academic Policies

General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Faculty Assistant to discuss whether the student's reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

Resubmission of Assignments

Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall “grades” on individual assignments. Instead, assessment focuses on measuring students’ competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon’s approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student exceeded competency requirements for some learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student met competency requirements for all learning outcomes and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was beginning to meet competency requirements for any one or more learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was not yet meeting competency requirements for one or more learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [Student Handbook](#).

Disability Services Information

If you have pre-existing physical or mental health conditions or learning disabilities that require accommodations, please contact the Academic or Student Life departments at the beginning of the course so that your learning and/or physical needs can be met appropriately. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current documentation of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, please contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; or Heather Wood, Associate Dean of Students, at hwood@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor’s teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.

- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography

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