

# LS5109 Spiritual Formation of Leaders

3 credits. Prerequisites: none.

 On Campus, Saskatoon  Livestream  Video on Demand



Sept 20-21; Oct 25-26; Nov 29-30, 2024

Fridays: 5:30 - 8:30 pm; Saturdays: 9 am-noon & 1-4 pm

Fall 2024—Weekend Course

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*Spiritual Formation is our continuous response to the reality of God's grace shaping us into the likeness of Jesus Christ, through the work of the Holy Spirit, in the community of faith, for the sake of the world. - Jeffrey P. Greenman and George Kalantzis*

**Please note:** The Saturday of the third weekend will involve a one-day retreat at [Living Waters Camp Lodge](#).

## Course Goals

### Course Description

This course focuses on the spiritual formation and development of those called to be leaders and addresses the topic of spiritual formation more broadly. Students will explore principles of spiritual formation, with a unique focus on the formation of women, personal growth, and the practice of spiritual disciplines for their own lives to become more effective leaders and mentors.

### Relationship to Horizon's Mission

This three-weekend course prepares Christian leaders for Spirit-empowered life and ministry by equipping them with a deeper awareness of spiritual formation, mindset formation, and formation as a life-long journey. This course's theoretical and experiential approach will include formal instruction, participation in soul-training exercises, retreat, class discussion, interviews, and teamwork.

### Course Competencies and Learning Outcomes

Student learning outcomes for this course include the following:

1. Examine current spiritual formation practices and overall spiritual wellbeing.
  - *Assessment:* Reading & Listening Log; Classroom Discussion and Exercises; Spiritual Health Assessment; Soul Training Journal; Integrative Reflective Essay.

2. Examine and engage in soul-training exercises outside one's Christian tradition to deepen spiritual formation. (E.g., Visio Divina, Spiritual Direction, Silence & Solitude, Compassion, Centering Prayer)
  - *Assessment:* Classroom Exercises and Discussion; Soul-Training Journal; One-day Queen's House retreat participation; Spiritual Health Assessment.
3. Evaluate various models for understanding the uniqueness of roles of men and women in leadership and their relevance for personal formation.
  - *Assessment:* Personal Formation Journal; Class Discussion and Exercises.
4. Develop a well-informed, brave, and confident mindset toward women and men leading together inclusively.
  - *Assessment:* Personal Formation Journal; Class Discussion and Exercises.
5. Synthesize learnings (Reflect, Explain, Explore): Draw from the readings, the books, the teachings, the podcast, the in-class discussions and experiences, the soul-training exercises and retreat day to synthesize your learnings for continuous life formation.
  - *Assessment:* Classroom Discussion and Exercises; Integrative Reflective Essay.

## **Course Work**

### **\*\*Required Pre-Weekend Readings, Listening or Assignments**

*See each unit for pre-weekend readings or assignments.*

### **Weekend One | September 20-21, 2024**

#### **Required Pre-Weekend Reading** (due September 20th at 5:30 PM)

Rolheiser, Ronald. *The Holy Longing: The Search for a Christian Spirituality*. 15<sup>th</sup> Anniversary Edition. New York: Image, 2014. ISBN: 978-0385494199.  
DTL: <https://thedtl.on.worldcat.org/oclc/869381657>

#### **Required Post-Weekend Reading** (due October 25th at 5:30 PM)

Macchia, Stephen A., ed. *Silencio: Reflective Practices for Nurturing Your Soul*. Lexington: MA: Leadership Transformations, 2019. ISBN: 97880578593685.  
DTL: not available

*\*\*You are not required to read all of Silencio; it is a resource for you and you are to glance through it, pausing to reflect on the different practices, while ultimately choosing two that you will practice for three weeks, journaling along the way.*

### **Weekend Two | October 25-26, 2024**

**Required Pre-Weekend Readings:** Please read the required Hagberg and Guelich and the Robinson textbooks (due October 25th at 5:30 PM)

Hagberg, Janet O., and Robert A. Guelich. *The Critical Journey: Stages in the Life of Faith*. 2nd edition. Wisconsin: Sheffield, 2005. ISBN: 978-1879215498.  
DTL: <https://thedtl.on.worldcat.org/oclc/57570187>

Robinson, David. *Ancient Paths: Discover Christian Formation the Benedictine Way*. Brewster, MA: Paraclete, 2010. ISBN: 978-1557257734.  
DTL: <https://thedtl.on.worldcat.org/oclc/785574373>

**Required Post-Weekend Listening** (due November 29th at 5:30 PM)

[Embrace God's Gift of Limits](#), podcast episode by Pete Scazzero

### **Weekend Three | November 29-30, 2024**

*\*Day Retreat on Saturday, November 30th. For the retreat, it would be ideal for Zoom students to attend on-site at Living Waters Camp to take full advantage of the communal nature of this retreat. If this is not possible, alternative arrangements for an individualized retreat will be made. Regardless of the mode, the student must take the full day away from regular life and responsibilities.*

**Required Pre-Weekend Reading** (due November 29th at 5:30 PM)

Greenman, Jeffrey P., and George Kalantzis, eds. *Life in the Spirit: Spiritual Formation in Theological Perspective*. Downers Grove, IL: InterVarsity, 2010. ISBN: 978-0830838790.  
DTL: <https://thedtl.on.worldcat.org/oclc/926047516>

**Required Post-Weekend Reading** (due December 13th at 11:59 PM)

Pohl, Christine D. *Living into Community: Cultivating Practices That Sustain Us*. Grand Rapids, MI: Wm. B. Eerdmans, 2012. ISBN: 978-0802849854.  
DTL: <https://thedtl.on.worldcat.org/oclc/920446822>

**\*\*While students have the benefit of accessing many of their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library.**

## Course Assignments and Activities

### 1. *Spiritual Health Assessment.*

Please take the assessment found here

<https://www.emotionallyhealthy.org/mature/personal-assessment/>. This assessment will assist you in discovering areas of spiritual unhealth that require your attention. Findings can also help inform you as you choose your two soul-training exercises.

- Related learning outcome(s): #1, 2.
- **Assignment time:** Online, 15-20 minutes.
- **Due date:** September 21, 2024.

### 2. *Soul-Training Journal – 20%*

Choose two soul-training exercises and practice them for three weeks.

In this assignment, you are required to choose *two* soul-training exercises from *Silencio* and practice them for three weeks and journal the experience. Describe in your journal the two exercises you chose, their significance or curiosity for you, and what a daily practice will look like. Regularly in the three weeks, reflect on where you noticed the movements of God and where discomfort or comfort showed up and possible reasons for why.

- Related learning outcome(s): #1, 2.
- **Assignment length:** 3-5 pages, double-spaced.
- **Due date:** November 3, 2024.

### 3. *Personal Formation Journal (Pre, During, Post) for October 25-26 – 35%*

This assignment is divided into three parts, but please note that you only need to submit the final copy (with all three parts):

- i. **Pre-Weekend Reading Journal.** As you read the assigned books, note what is memorable, its value for you, and any questions or clarity you would still like in a given area. Be prepared to engage in class discussions.
- ii. **During** the course *Application Journal*. As you engage in teamwork, class discussion and encounter new learnings, spend time daily journaling and reflecting on helpful insights.
- iii. **Post Weekend Look Ahead Journal** which seeks to articulate how you will thrive in Christ for the long haul of your calling.

- Related learning outcome(s): #3, 4.
- **Assignment length:** 8-10 pages, double-spaced and properly cited.
- **Due dates: Pre:** October 20th, 2024. **During:** October 25-26th, 2024. **Post:** November 3, 2024. (Submit all three parts on November 3, 2024.)

4. *Integrative Reflective Essay – 40%*

In this *Integrative Reflective Essay*, you are asked to (1) reflect on your most significant learnings, (2) explain your limitations, (3) explore areas you were challenged, and (4) describe what actions you will take to live formation as a life-long journey, co-creating with the Spirit and others for formational change.

Note: As part of this essay, please cite from at least four of the books read for this course, your Soul-Training Journal, in-class teaching from Dr. Kampman or other guests, the Scazzero podcast, and your Spiritual Health Assessment.

- Related learning outcome(s): # 1, 5.
- **Assignment length:** 8-10 pages combined.
- **Due date:** December 20, 2024.

5. *Reading & Listening Log for Weekends One, Two and Three – 5%*

This log demonstrates completed work for all three weekends. See the due dates for each reading under “Required Readings.” You will be asked to upload a reading log to Populi before each weekend and on December 20.

Book or Podcast	Date Completed	Signature
<p><b>Pre-Weekend One</b></p> <p>Ronald Rohlheiser. <i>The Holy Longing: The Search for a Christian Spirituality</i></p> <p><b>Post Weekend One</b></p> <p>Editor, Stephen A. Macchia. <i>Silencio: Reflective Practiced for Nurturing Your Soul</i></p>		
<p><b>Pre-Weekend Two</b></p> <p>Janet O. Hagberg and Robert A. Guelich. <i>The Critical Journey: Stages in the Life of Faith</i></p> <p>David Robinson. <i>Ancient Paths: Discover Christian Formation the Benedictine Way.</i></p> <p><b>Post Weekend Two</b></p> <p><a href="#">Embrace God’s Gift of Limits</a>, podcast episode by Pete Scazzero</p>		

<p><b>Pre-Weekend Three</b></p> <p>Jeffrey P. Greenman and George Klantzis. <i>Life in the Spirit: Spiritual Formation in Theological Perspective</i></p> <p><b>Post Weekend Three</b></p> <p>Christine D. Pohl. <i>Living into Community: Cultivating Practices that Sustain Us.</i></p>		
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### Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have *some* different assignment due dates (see below). All other assignments will be due on the same dates as in-class students.
  - *Personal Formation Journal*
    - **Pre:** Before watching the weekend two lectures.
    - **During:** During the weekend two lectures.
    - **Post:** November 10, 2024.
  - *Reading & Listening Log for Weekends One, Two, and Three*
    - Complete the required pre- and post-weekend readings before and after you watch the lectures for each weekend.
- Students will watch the lectures and participate in live Zoom sessions with the professor according to the following schedule:
  - Weekend One Lectures and Zoom Session due September 28th, 2024.
  - Weekend Two Lectures and Zoom Session due November 2nd, 2024.
  - Weekend Three Lectures and Zoom Session due December 7th, 2024.
- Students are expected to join the live Zoom sessions with the professor at 6:30 PM CST on the dates specified above (unless alternative arrangements have been made). During these sessions, students are expected to bring a summary of the key insights you have gained, along with any questions or topics from the readings or teachings that you would like to delve into more deeply with the professor.
  - Zoom link [here](#).
- VOD students must participate in all three Zoom sessions in order to pass the course.

## Course Outline

### LS5109 COURSE OUTLINE AND WEEKEND SCHEDULE

Date	Topic	Pre-Weekend Readings/Assignments	Post-Weekend Assignments
<b>September 20-21</b>	Spiritual Formation  What is Spiritual Formation?  Major Christian Movements & Spirituality  Introduction to Formational Practices	<b>Pre-Weekend</b> Ronald Rolheiser Book  Spiritual Health Assessment	<b>Post-Weekend</b> Choose two soul-training exercises for 3 weeks and journal the experience.
<b>October 25-26</b>	Formation for Lifelong Leadership  Major Christian Movements & Spirituality  Rule of Life	<b>Pre-Weekend</b> Janet O. Haberg and Robert A. Guelich Book  David Robinson Book  <i>Pre-Weekend Reading Journal</i>  <b>During</b> <i>Weekend Application Journal</i>	<b>Post-Weekend</b> Post-Weekend <i>Looking Ahead</i> Journal  Submit Soul-Training Journal  Pete Scazzero podcast
<b>November 29-30</b>	Communal Formation  Co-creating with the Spirit and others for formational change.  Community/Continuous formation as a life-long journey.	<b>Pre-Weekend</b> Jeffrey P. Greenman and George Kalantzis Book  <b>During</b> Saturday: Attend retreat at Living Water Camp	<b>Post-Weekend</b> Christine Pohl Book  Integrative Reflective Essay

- Assignments will not be accepted after *December 20, 2024*.

### **Estimate of Time Investment** (individual time investments may vary)

Classroom time	27hrs		N/A	N/A
1. Spiritual Health Assessment	0.5hrs		Sep 21	N/A
2. Soul Training Journal	10hrs		Nov 03	20%
3. Personal Formation Journal	20hrs		Nov 03	35%
4. Integrative Reflective Essay	35hrs		Dec 20	40%
5. Reading Logs	27.5hrs		See "Required Readings"	5%
<b>Total =</b>	<b>120hrs</b>			

## **Academic Policies**

### **General Guidelines for the Submission of Written Work**

#### *Formatting Papers*

- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins).
- Follow the [MCS-Horizon Format Guide](#) consistently.
- The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded and will receive a grade reduction.

Failure to follow these guidelines warrants a grade reduction.

#### *Submitting Your Assignments*

Assignments should be submitted via Populi. The resource at this [link](#) explains how to submit assignments on Populi.

### **Late Assignments and Extensions**

All assignments are due when stated by the professor or, if not specified, within 8 weeks after the first day of class. Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

### **Grading**

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory
C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-69%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

### **Academic Integrity**

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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](#).

### **Accessible Learning Services Information**

Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you 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, contact Richelle Bekkattla, Horizon's Library Technician and Academic Accommodations Coordinator, at [library@horizon.edu](mailto:library@horizon.edu).

### **Class Attendance**

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through livestreaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this 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.

### **Livestreaming Etiquette**

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of full engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

### **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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