

Personal Spiritual Development: PM 506 A

Course Syllabus

Capital Bible Seminary
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Fall 2010, Two Semester Hours
Monday, 1:00 pm-4:00 pm
Aug 30th – Dec 13th

Course Description

Because the character of the counselor/discipler/pastor deeply impacts effectiveness, students will learn how to cultivate communion with Christ in order to be transformed into the image of Christ. Emphasis will be given to personal/relational application through the development, articulation, and practice of a theology of personal growth (spiritual disciplines). Students will also learn biblical spiritual warfare principles and how to direct others in the practice of the individual and corporate disciplines (spiritual direction). 2 hours.

Course Textbooks and Class Notes

1. Calhoun, Adele Ahlberg. *Spiritual Disciplines Handbook: Practices That Transform Us*. Intermarsity Press, 2005.
2. Foster, Richard. *Celebration of Discipline: The Path to Spiritual Growth. Revised Edition*. Harper and Row, 1998.
3. Ingram, Chip. *The Invisible War: What Every Believer Needs To Know About Satan, Demons and Spiritual Warfare*. Baker, 2005.
4. Mahaney, C. J. *Humility: True Greatness*. Multnomah. 2005.

In addition, the student is asked to bring a Bible to class every day.

Class Notes:

Blackboard Course Web Site

Blackboard is an Internet course network that we will use in this course. Students must access Blackboard to receive the notes, the reading summary forms and other course material. This is an important communication tool and students will be held responsible for the information contained there.

(Also <http://fishersnet.blackboard.com/>)

1. Go to www.bible.edu. In Quick Links/Current Students click on CBS.
2. Click on “Student Academic Resources” found in the left-hand side column of the screen. You will see the link for Blackboard.
3. Click on “Blackboard”; you will be redirected to the Blackboard login page.
4. Click “Login.” The format for your user name is cbs-firstlastname (i.e., cbs-jonathanedwards). Your password is the last four digits of your primary telephone number given at registration, with the following exception: *Students who have used Blackboard in the past will use the same login information as in previous semesters, including previously used passwords.*
5. Verify that your email address is current in tools/personal information. Students are responsible for keeping their personal information current in Blackboard.
6. If you have questions or access problems, contact Kathi Haley at khaley@bible.edu. For prompt results, requests for help should be made during regular business hours Monday through Friday.
7. If you experience trouble printing a document directly from Blackboard, save the file to your computer first and then print.

Once Logged In, Click on the Course, then “Course Documents.”

Course Goals (Student-Oriented Learning Objectives)

1. **Character Goals:** As a result of successful participation in this learning experience, nurtured students will be able to:
 - a. Be the type of person whose love for God, Christlike character, and dependence upon the Holy Spirit are worthy of being emulated and whose integrity imparts credibility to ministry.
 - b. Maintain a deep level of commitment to people and to a ministry of helping them with their lives in a way that pleases God.
 - c. Evidence an increasing likeness to Christ as manifested by love for Christ, Christians, and pre-Christians.
2. **Content/Conviction Goals:** As a result of successful participation in this learning experience, nurtured students will be able to:
 - a. Develop a biblical and historical theology of spiritual formation.
 - b. Evidence an understanding of spiritual theology, spiritual direction, and spiritual warfare.

- c. Define, describe the purpose of, and support the biblical and extra-biblical support for a wide variety of spiritual disciplines.
 - d. Describe how to practice a wide variety of spiritual disciplines.
- 3. Competence Goals:** As a result of successful participation in this learning experience, nurtured students will be able to:
- a. Cultivate communion with Christ in order to be transformed into the image of Christ through the development, articulation, and practice of a theology of personal growth (spiritual disciplines).
 - b. Direct others in the practice of the individual and corporate disciplines (spiritual direction).
 - c. Equip others for spiritual warfare.
 - d. Design, implement and manage a current personal spiritual workout plan for yourself as well as for those you counsel/direct/teach/impact.

Course Policies

1. **Class Attendance:** Attendance will be taken each day. Three late arrivals will be counted as one absence. Anyone missing 30 minutes or more of a class will be marked absent. More than 20% absences during the course is an automatic “F.” Consistent tardiness hinders your learning and the learning of your fellow students. **You are expected to allow yourself enough time for weather, traffic, and other issues possibly leading to tardiness.**
2. **Late Assignments:** No late assignment will be accepted more than one week after its due date. **Any exceptions need to be discussed with the Professor on a case-by-case basis.**
3. **Cell Phones:** Please be courteous toward your fellow class members by turning off your cell phones while in class. If you are expecting an emergency call, **then be sure to turn your ringer off** and set your phone on vibrate. I will try and remind us.

Course Requirements

1. Reading and Reading Summary Form: (40%)

Students must complete all reading as well as the **Reading Summary Forms** for the following four books: *Celebration_of Discipline: The Path to Spiritual Growth, Humility: True Greatness., The Invisible War: What Every Believer Needs To Know About Satan* and *Spiritual Disciplines Handbook: Practices That Transform Us* as prescribed in the syllabus. You are also required to report at the beginning of each summary your reading quantitatively (what percentage of the book you read: 0%-100%) and qualitatively (how meticulously you read each book—very thoroughly [looked up unfamiliar Scripture references and words as well as read important footnotes], thoroughly [read essentially every word of the main text], skimmed [read here and there, first and last sentences of paragraph], and scanned [flipped through and stopped what caught my interest because the due date was fast approaching]. Examples: “I read 80 % very thoroughly and 20 % I skimmed.” “I read 100% of the book thoroughly.” Due dates are listed in your course

schedule. This assignment count for a total of **40%** of your class grade The following is the grading criteria.

95-100

Excellent sentence structure and coherent (few if any errors). Thoughtfully answered every question. Showed evidence that the student engaged the author when reading the text. Read 96-100% quantitatively and thoroughly qualitatively.

90 - 94

Few errors in sentence structure. Mostly answered the questions. Mostly engaged the author while reading. Read 90-96 quantitatively and thoroughly qualitatively.

81 – 89

Some errors in sentence structure. Somewhat followed directions and answered the questions. Lacked coherence, and well developed thoughts. Read less than 85% quantitatively and thoroughly qualitatively.

71 – 80

Mechanical errors and sentence structure obscure the meaning of the paper. Did not follow directions and answer the questions. Read less than 60% quantitatively and thoroughly qualitatively.

2. **Class Participation and Group Assignments: 10%**

Class Participation (10% of your class Grade) Students are expected to consistently attend class and to arrive on time. Additionally, being a very practically oriented course, your class participation through discussions, small group in-class assignments, and large group class interactions will be vital. Any absenteeism may result in a grade reduction or assignment of additional work at the discretion of the professor. Over 20% absenteeism from a class will result in an automatic F.

The following is the criteria used for assessing your class participation grade:

9-10 – Arrived on time. Was prepared and had a good grasp of concepts presented in class and through reading. Formulated thought-provoking and meaningful questions regarding the main concepts presented. Contributed actively to group discussion. Listened and responded accordingly.

8.5 – Same criteria as above except the student was late.

7-8 – Participated sporadically in group discussion. Volunteered occasionally. Listened and responded generally to others.

6 – Not very engaged in group discussion. Did not volunteer in classroom discussion. Responded with reticence when questioned.

5 – Contributed little or nothing to the group discussion. Was not engaged in group discussion, was distracting to others, did homework, slept, or daydreamed during class discussion.

0 - absent .

We will not only learn the Spiritual Disciplines but we will also practice them. Your willingness to practice the disciplines, participate in class and group discussions is **10%** of your class grade.

3. **Personal Spiritual Workout Plan: 15%**

During the beginning of the semester, we will learn together how to develop a personal spiritual workout plan (for ourselves and for helping others). Then, towards the end of the semester, we will each use our course learning over the semester to develop our own “personal spiritual workout plan.” You are encouraged to do this over the course of the semester. Explanations for this assignment will be shared the first day of class. You can find the actual plan in your class notes. This will count toward **10%** of your final grade.

4. **Spiritual Life Journey Journal: 25%**

During the first day of class, we will interact about biblical, practical models of journaling. Then, on a weekly basis throughout the semester, students will prepare journal log entries concerning their life with God as they progress along their spiritual journey. The journal entries themselves will not be turned in since these are private written conversations with God. However, for accountability, students will bring in and I will "leaf through" their journals three times per semester (see schedule). Additionally, students will use the Spiritual Life Journey Journal Assignment Form (found in the Appendix) to summarize the impact of their journaling upon their spiritual life and ministry. This assignment counts **20%** toward your final grade

5. **Daily Audio Bible (DAB): 10%**

- a. The student is to listen to 9 consecutive days of the DAB.
- b. The first five days the student must listen to the entire podcast; the remaining four days the student is to listen from the introduction to the end of Brian's prayer (during the last four days you may choose to listen to entire broadcast. However, you are only required to listen to the intro through the close of Brian's prayer)
- c. Then, the student will write a short review that they will post on iTunes under the 1 year Daily Audio Bible. (a paragraph is sufficient)
- d. Along with a copy of the review the student is to turn in a 1-2 page, single spaced evaluation. Some of the questions to consider: What is the strength of the DAB? What are some potential shortfalls? Who might consider using the DAB? How is it different from listening to the Bible on CD/MP3?

The Daily Audio Bible is an online community of tens of thousands of people from all over the globe centered on the reading of God's Word. Brian Hardin is the founder and voice of the DAB. The following is a description from their "About Us" section of the website (www.dailyaudiobible.com): "Daily interaction with the Scriptures is the heart of all we do. A deep and abiding friendship with Jesus informed by the rich texture of the Bible is the reason the Daily Audio Bible exists. We believe that it is fundamental to every believer's healthy spiritual life that we be people seeking the counsel of the Bible every single day, that we be people who walk with God intimately and conversationally and that we live in community with one another." The DAB begins with a short introduction, a reading of the OT, a reading of the NT, a reading of a section of the Psalms and Proverbs followed by a brief commentary (the brief commentary is not always done and varies on length) and a closing prayer. Then, following the closing prayer Brian makes a few announcements pertinent to the DAB community followed by either one or two people who call in prayer requests. Then, Brian leaves a short time at the end of the podcast for you to pray for the requests. There are several ways you can listen to the DAB; however, I will mention two. You can listen directly from the DAB website: www.dailyaudiobible.com. While there I would encourage you to look around a bit. You can also find it on iTunes; it is listed under "1 Year Daily Audio Bible." Let me know if you are having trouble and I will assist you.

Course Schedule

Class/Date	Topic	Assignment
1. Aug. 30	Syllabus, Journaling, Spiritual Workout Plan	
<ul style="list-style-type: none"> • Sept., 6 Labor Day 		
2. Sep. 13	A Theology of the Spiritual Disciplines	
3. Sep. 20	Spiritual Formation # 1: Meditation and Reflection	Foster Review Due
4. Sep. 27	Spiritual Formation # 2: Prayer	Journal # 1
5. Oct. 4	Spiritual Formation # 3: Fasting	
6. Oct. 11	Spiritual Formation # 4: Slowing, Simplicity, Silence, Solitude, and Frugality	Calhoun Review Due Journal # 2
<ul style="list-style-type: none"> • Oct 18 (Oct. 18-22, Mid-Semester Break. No classes.) 		
7. Oct. 25		
8. Nov. 1	Spiritual Formation # 5: Service, Sacrifice, Secrecy, and Submission	
9. Nov. 8	Spiritual Formation # 6: Self-Examination and Confession	
10. Nov. 15	Spiritual Formation # 7: Worship, Celebration, and Fellowship	Mahaney Review Due Journal #3
11. Nov.22	Spiritual Warfare # 1: Exposing Our Adversary	
<ul style="list-style-type: none"> • Nov. 23-26, Thanksgiving break. No classes. 		
12. Nov. 29	Spiritual Warfare # 2: Exposing Satan's Schemes	Spiritual Workout Due
12. Dec. 6	Spiritual Warfare # 3: Overcoming Our Adversary	Journal Paper Due
13. Dec. 13	¹ Spiritual Direction # 1 & 2: Theology, History and Individual Direction, Spiritual Direction # 3 Group Direction	Ingram Review Due

¹ Spiritual Direction 1, 2, & 3 will not be covered in class. The student is to read these sections by November 29 and then turn in a quantitative and qualitative reading statement to the professor.

Spiritual Life Journey Journal

Assignment:

On a weekly basis **during the semester**, you will write journal log entries concerning your life with God as you progress along your spiritual journey. Write about life. Write about incorporating the various disciplines into your life. During the first day of class, we will interact about biblical principles and practical models of journaling. Your journal entries themselves will **not** be turned in since these are your private written conversations with God.

However, for accountability purposes, you will bring in your journal and I will “leaf through” (without reading, just to see that there are “words on the page”) your journals as noted in the course schedule.

Additionally, you will use the **Spiritual Life Journey Journal Assignment Form** (found below) to summarize the impact of your journaling upon your spiritual life and ministry.

Specific Journaling Guidance for Our Class:

- ❑ Again, do **not** turn in your journal. Instead, turn in a three-to-five page paper that summarizes the impact of your journaling on your spiritual journey. You have tremendous leeway in this paper. I want this to benefit you. After you have journaled throughout the “semester,” and before you start to write your paper, **reread** your journal entries. Look for the sort of things taught in our lesson on journaling (day one) and mentioned below. As you write your paper, some **possible** areas to include are:
 - ✓ Discussing patterns that you observe in your personal relationship with God.
 - ✓ Summarizing how the spiritual disciplines that you are using are impacting your spiritual journey.
 - ✓ Summarizing how journaling and the spiritual disciplines are impacting your ministry.
 - ✓ Interpreting your spiritual journal entries.
 - ✓ Describing how a better self-understanding is equating to a better God-understanding.
 - ✓ Sharing personal insights that you gleaned about who you are in Christ and to Christ.
 - ✓ Sharing personal insights about patterns in your identity. How do you tend to see yourself: In a shalom, shame, or sacred identity? What are your images and pictures of who you are?
 - ✓ Sharing patterns you observed regarding how God’s story intersects with yours.
 - ✓ Sharing patterns you observed regarding how Satan’s story tends to try to derail God’s story in your life.
 - ✓ Sharing how hard or easy it was to journal.
 - ✓ Sharing how hard or easy it has been to practice the spiritual disciplines.
 - ✓ Reflecting on themes or recurring patterns in your journal entries.
 - ✓ Sharing what you learned about yourself: relationally, mentally, volitionally, emotionally, and physically.
 - ✓ Sharing what you learned about God.
 - ✓ Sharing what you learned about others.
 - ✓ Sharing what you learned about your relationships.

- ✓ Comparing your journaling to those of the psalmists and other biblical characters.
 - ✓ Discussing how journaling changed your relationship to God.
 - ✓ Evaluating journaling: Is this a helpful spiritual exercise for you? For others?
 - ✓ Evaluating which spiritual exercises are most helpful for you. Why?
 - ✓ Sharing how journaling helped you to answer the question, “Where are You, O God, in the middle of my life story?”
 - ✓ Sharing how journaling has reminded you that “God is good even when life is bad.”
 - ✓ Summarizing how this course is impacting your spiritual journey.
 - ✓ Etc., etc., etc.
- Be sure to include a section at the end of your paper where you describe how consistently you journaled.

Grading

1. Consistency: 30%

At the end of your paper, please describe how “consistently” you journaled. How often is “consistent?” I don’t know. In your own integrity, did you take this journaling assignment seriously? Did you follow through and actually journal about your spiritual journey? Did you do it according to some of the principles listed on the preceding pages? In this description of your consistency, tell how often you journaled and how much you journaled.

2. Writing: 10%

Write your paper clearly. Write it well: Spelling, proofing, grammar, etc. However, this is not a research paper, so you do not need to use any specific style or set of writing guidelines.

3. Paper: 60%

Share, discuss, reflect, etc. as suggested in this document.