



COS 123 Formation and Discipleship Summer, 2020

Term Two

Online Components June 22-26 and July 27-30

On Campus July 13-17

Course Information

Instructor Information

Instructor Name: Gina Gilland Campbell

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Course Objective

This course grounds the student in the theology and core practices of personal and congregational formation and discipleship.

Goals

- Articulate a theological basis for the Wesleyan emphasis on spiritual disciplines and practice them as a means of grace.
- Explain and implement the General Rules and the practices of small groups in a congregation.
- Educate and resource a congregation in the disciplines of Christian formation.
- Organize congregations to help people discern their callings and gifts for ministry.

Textbooks

To acquire textbooks or view the list go to **My Wesley** on the website and click on the button that says "Textbooks." From there, select your program (Course of Study Summer Intensive), then select the course number. You may order books on-line directly from our e-store. You may also order your books from Cokesbury or any other bookstore or borrow from friends.

➤ Required Texts:

Ackerman, John, *Listening to God: Spiritual Formation in Congregations* (Bethesda: the Alban Institute, 2001). ISBN 1-56699-245-1.

Job, Reuben P. *Three Simple Rules: A Wesleyan Way of Living* (Nashville: Abingdon Press, 2007). ISBN 13: 978-0-687-649662.

Thompson, Marjorie J., *Soul Feast: An Introduction to the Christian Spiritual Life* (Louisville: Westminster John Knox Press, 1995) ISBN 0-664-25548-5.

➤ **Supplemental Texts**

- These texts are not required. They offer an opportunity to continue some of the work begun in this class for those who wish to go deeper with a particular topic

Berryman, Jerome. *Teaching Godly Play: How to Mentor the Spiritual Development of Children* (Denver: Morehouse Education Resources, 2000) ISBN 978-1-60674-046-4.

Matthaei, Sondra Higgins. *Formation in Faith: The Congregational Ministry of Making Disciples* (Nashville: Abingdon, 2008). ISBN 978-0-687-64973-0.

Saliers, Don E. *Worship and Spirituality* (Akron: OSL Publications, 1996). ISBN 1-878009-27-3.

Seymour, Jack. *Teaching the Way of Jesus: Educating Christians for Faithful Living* (Nashville: Abingdon Press, 2014) ISBN 978-1-4267-6505-6.

Wimberly, Anne and Evelyn Park. *In Search of Wisdom: Faith Formation in the Black Church* (Nashville: Abingdon, 2003) ISBN 978-0-687-06700-8.

Yaconelli, Mark. *Practicing the Presence of Jesus: Contemplative Youth Ministry* (Grand Rapids: Zondervan, 2006) ISBN 13-978-0-310-26777-5.

Technical Requirements

Microsoft Windows 7 or Higher

- Windows 7, Windows 8, 8.1, or 10
- Intel i3 or faster, CPU and at least 4 GB RAM
- Up-to-date version of any PDF reader ([Adobe](#) or [FoxIt](#))
- Up-to-date version of [Adobe Flash Player](#)
- Up-to-date version of [Microsoft Windows Media Player](#) (or other software that can play videos)
- Microsoft Office 2013 or higher (sign up free for students here <https://products.office.com/en-us/student/office-in-education>)

Mac OS/X

- Mac OS X 10.11 or newer
- Intel processor and at least 4 GB of RAM
- Up-to-date version of any PDF reader ([Adobe](#) or [FoxIt](#))
- Up-to-date version of [Adobe Flash Player](#) (or see VLC below to play Adobe Flash FLV/F4V files)
- Up-to-date word processor and presentation package (Mac Office 2016 – sign up to get free here <https://products.office.com/en-us/student/office-in-education>)
- One of the following media players

- VideoLAN VLC media player
- Up To Date Quick Time

Preparation for Online Components

- **Please note! Students must complete the reading of all the required texts before they begin the online components of this class on June 22.**
- **Please note! Two assignments – a prayer practice and the practice of a spiritual discipline -- require two weeks to complete. These assignments must be completed prior to the online posting for written reflections on these practices due June 24.**

The instructions for these assignments appear in the Course Requirements section below.

- **Assignment One: Practicing the Cycle of Daily Prayer**
- **Assignment Two: Practicing a Spiritual Discipline**

Online Components June 22-26

- **Monday, June 22: Orientation, Introductions, and an opening question**
 - Online discussion – How does faith come?
 - Further instructions to be posted on Blackboard
- **Assignment: Complete online “Assessing your Educational Stance” instrument**
- **Tuesday, June 23: Begin Approaches to Christian Learning**
 - Online discussion – reflections on your responses to “Assessing your Educational Stance” instrument
 - Online video presentation of 2 approaches to Christian Learning with student comments to be posted online
- **Wednesday, June 24**
 - Online video presentation of 2 approaches to Christian Learning with student comments to be posted online
- **Thursday, June 25**
 - Online video presentation of 2 approaches to Christian Learning with student comments to be posted online
 - **Assignment: Approaches to Christian Learning**
 - **To be posted by July 2.**
 - **Please find the instructions for this assignment in the Course Requirements section below.**
- **Friday, June 26**
 - Online discussion – reflecting together on the practice of daily prayer as described by Rueben Job and the practice of a spiritual discipline as described by Marjorie Thompson.
 - Further instructions to be posted on Blackboard.

Topic Outline for In Class Sessions, July 13-17

- **Monday, July 13: Faith and Belief; Spirituality and Religion: How do we name our task?**
 - **Prayer Practice:** Godly Play
 - **Review:** *Soul Feast* Chapter 1
Listening to God, Chapters 1 and 5; Handout 1
- **Tuesday, July 14: Opening the Word: Scripture and Faith Formation**
 - **Prayer Practice:** Lectio Divina
 - **Review:** *Soul Feast*, Chapters 2 and 3
Listening to God, Pages 26-27; Handout 2
- **Wednesday, July 15: All Life is Prayer: Worship, Sacrament and the Life of Faith**
 - **Prayer Practice:** The Prayer Over the Water, The Great Thanksgiving
 - **Review:** *Soul Feast*, Chapter 4
Listening to God, Pages 24-26
- **Thursday, July 16: Following Jesus, Forming Disciples**
 - **Prayer Practice:** The Examen
 - **Review:** *Three Simple Rules*, Chapters 1, 2, and 3
Soul Feast, Chapters 5 and 6
Listening to God, Chapters 5 and 6; Handout 3
- **Friday, July 17: Life in Congregation: Places of Presence**
 - **Prayer Practice:** Lectio Divina
 - **Review:** *Three Simple Rules*, Preface and Introduction
Soul Feast, Chapters 8
Listening to God, Appendix A, B, and C; Handout 4

Online Components July 28 and July 30

- **Tuesday, July 28: Evaluation, Final questions, Supporting One Another**
 - **Prayer Practice:** Naming the gifts
 - **Further instructions to be posted on Blackboard.**
- **Thursday, July 30: Final assignment due**

Course Requirements

Assignments:

- **Assignment One: Practicing the Cycle of Daily Prayer**
- **3 pages**
- **Post this assignment on Blackboard no later than June 24.**
 - *Three Simple Rules*, pages 69-75.
 - For two weeks, follow the cycle of daily prayer as outlined by Bishop Job. Reflect daily on the discipline in writing. Notice what you notice about the shape of this

prayer. How is it Wesleyan in nature? Does this pattern of praying change anything about the movement of your days?

- Write a reflection to include your experience of praying this way daily, your sense of this way of praying as a means of grace, and thoughts about introducing this discipline to others. 3 pages.

➤ **Assignment Two: Practicing a Spiritual Discipline**

➤ **3 pages**

➤ **Post this assignment on Blackboard no later than June 24.**

- *Soul Feast, Chapters 2-6 in particular*
- Choose one of the spiritual disciplines described by Thompson that is unfamiliar to you, or one with which you have the least experience. She suggests many -- Lectio Divina, fasting, prayer of examen, prayer of the heart, life review, confession, etc.
- Practice this discipline for two weeks and reflect in writing on your experience. Notice what you notice each day.
- Write a final reflection to include your experience of the practice of this discipline, your sense of this discipline as a means of grace, your sense of this practice as Wesleyan in nature, and thoughts about introducing this discipline to others.

➤ **Discussion Board**

➤ **Postings/participation required June 22, 23, 24, 25, 26 and July 28.**

➤ **Discussion questions will be posted on Blackboard for each day's discussion. Students are expected to post responses each day. Further instructions will follow the posting of the questions. These questions and discussions are designed to explore material that will create a theoretical foundation for our teaching and learning as people of faith. Further, they serve to help the student identify personal preferences for how faith is shared and ways in which they might deepen their understandings and practice of sharing faith.**

➤ **Approaches to Christian Learning assignment**

➤ **3 pages**

➤ **Post this assignment to Blackboard no later than July 2**

- In your own words, summarize and contrast the different models of how people grow in faith. Which of these best fits with your personal experience and your personal leadership in ministry with others? Which of these best describes the way teaching and learning occur in your ministry setting? (If you serve more than one congregation, please choose one for this exercise.) How might you expand the possibilities for teaching and learning in your congregation? Be specific – what would be different?

➤ **Daily Reflections**

➤ **1 page**

➤ **Due in class June 23, 24, 25, 26**

➤ **Final Paper**

➤ **6 pages—2 pages each for A, B, and C for a total of 6 pages**

➤ **Post this assignment to Blackboard no later than July 30**

- If we are saved by grace, what is the role of spiritual disciplines? What would you say to a member of your congregation who complains that emphasizing spiritual disciplines such as fasting and prayer is a form of works righteousness?
- In Chapter 9 of *Soul Feast*, Marjorie Thompson describes the purpose of a rule of life and offers suggestions for creating one's own rule. In *Three Simple Rules*, Rueben Job describes the shape of any faithful Wesleyan Rule of Life. John Ackermann in *Listening to God* adds a congregational or corporate dimension to the rule. Consider your own rule of life. Perhaps you have an informal practice, and have not called that a rule. Perhaps you would like to make adjustments in your rule or the way you practice your rule in light of this class. Perhaps you have no practice and would like to shape a rule for yourself. In light of our readings and class time together, describe and/or create your rule of life. Be intentional in giving it a Wesleyan shape. Speak to the way each part of your rule serves to deepen your life in faith. Note the challenges you believe you will face in following your rule and the gifts you receive from the practices you have chosen.
- In Appendix C of *Listening to God*, John Ackermann offers 4 exercises for groups and churches to assist them as they seek to move more deeply into a life with God. Choose one of these exercises that you believe would be most likely to open a new level of conversation and relationship between your congregation and God; between the congregation and you as pastor; between congregational members themselves. Based on class reading and experience, why have you chosen to move in this direction? Does it represent a new approach to Christian learning for your congregation? How will it challenge the congregation, based on your experience with them? How will it challenge you to lead differently? How will you work on your own presence in order to hold open new space for yourself and others to have a deeper meeting with God?

➤ **Attendance/Absences**

Please note that due to the nature of this hybrid class, there will be no excused absences.

➤ **Graded Activities/Assignments**

Written assignments shall be double-spaced with one-inch margins and 12 point font (Times New Roman or Calibri).

Assignments

Daily prayer reflection	10
Spiritual Practice reflection	10

Learning Approaches	20
Daily reflections	15
Final Paper	25
Online Participation	20

➤ **Grading**

The instructor assumes that everyone in the class is capable of the work required to receive a “B” grade for each assignment. The following interpretations of the meaning of grade have been developed to help class members review their work to identify strengths and problems.

A “B” means that the basic elements of the assignment have been faithfully included, the argument is internally coherent, and clearly articulated.

A “B+” means the assignment is also well crafted.

An “A-“ means that the assignment is not only well crafted, but it also probes the issues with considerable insight.

An “A” means the assignment is well crafted, reveals considerable insight, and moves beyond the range of the student’s prior knowledge to begin to construct new perspectives and meanings for the subject. In other words, it shows the student’s imagination at work; it has a creative edge.

A “C+” means that the assignment lacks clarity or focus, tends to reveal more the writer’s opinions than the results of the writer’s analysis, and lacks reflective insight into the issues being discussed.

A “C” means that the assignment does not move beyond the reporting of information from readings and/or class discussions to engaging them with issues being discussed; it may indicate inappropriate or misuse of data and readings.

A “C-“ means that despite some moments of focused discussion and insight, major gaps exist in the development of the argument or discussion.

An “F” means the individual needs to see me immediately.

➤ **Late Assignments**

Grades will be reduced a step (e.g. from B to a B-) for assignments handed in after the start of class, and a full letter grade for any assignments 24 hours past due. Assignments over 48 hours past due will be lowered two letter grades. We need to talk if an assignment is over 72 hours past due. Please note only two unexcused absences are allowed before grade is lowered one step.

Course Policies

➤ **Inclusive Language Policy**

Bearing in mind that language reflects, reinforces, and creates social reality, the Seminary expects class conversation and written work to employ language that respects the equal dignity and worth of all human beings. In particular, linguistic sexism and racism are to be avoided. (from student handbook)

➤ **Plagiarism**

Plagiarism is regarded as a serious offense and will result in substantial penalties, including the possibility of academic dismissal. The instructor regards the following as forms of plagiarism or dishonesty:

- Copying from another person's or student's paper.
- Giving or receiving unauthorized assistance to or from another student during an examination.
- Using unauthorized material during an examination.
- Borrowing or presenting as one's own (for example, without proper attribution) the composition or ideas of another.

Please refer to your Wesley Student Handbook (on-line) for more information about Wesley's Academic policies or contact the Course of Study Office (202-885-8688).