



## COS 123 Formation and Discipleship Summer, 2021

Asynchronous begins June 20

Synchronous Week July 26-30

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**Required Synchronous Zoom Gatherings**

**9-11 AM  
July 26-30**

**Weekly Asynchronous Online Modules  
Weekly pre-work required**

**Weeks of  
June 20 & 27  
July 4,10,18**

**Assignments to be posted**

**June 20,26, July 3,  
10,17, 24, & 30.**

**Optional Zoom Gatherings 9 AM – 10:30 AM**

**June 5 and July 10**

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## Course Information

### Instructor Information

Instructor Name: Rev. Gina Gilland Campbell

Email: [gcampbell@wesleyseminary.edu](mailto:gcampbell@wesleyseminary.edu)

Virtual office hours: schedule by appointment via instructor's Wesley email

Please note: I will make every effort to respond to email within 24 hours. I will not respond to email on Sundays.

Also please note: If you need assistance with Blackboard related matters during the course, please exercise one of the following options:

- Call Blackboard Support at 202-885-6091
- Email Blackboard Support at [edtech@wesleyseminary.edu](mailto:edtech@wesleyseminary.edu)

You may copy in your instructor for informational purposes; to notify the instructor that you have a difficulty with Blackboard and that you are taking steps to address them. The instructor is not able to assist you with difficulty posting, accessing Wesley email, etc.

## 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

### ❖ Required Text

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

Mulholland, M. Robert, Jr. *Shaped by the Word*, (Nashville: Upper Room Books, 2000) ISBN 9 780835-809369 9

Thompson, Marjorie J., *Soul Feast: An Introduction to the Christian Spiritual Life, Newly Revised Edition* (Louisville: Westminster John Knox Press, 2014) ISBN 0-664-23924-4.

### ❖ Additional Required Reading Posted on Blackboard

Campbell, Gina Gilland. *"Day of Ashes" Alive! Now Nov/Dec 2004* (Upper Room: Nashville, 2004).

Saliers, Don E. *Worship and Spirituality*, (Akron: OSL Publications, 1996) ISBN 978-1878-009272.

- Chapter 4, Living Baptism
- Chapter 5, Take, Bless, Break, and Share

Vennard, Jane E. *A Praying Congregation* (Herndon: The Alban Institute, 2005) ISBN 978-1-56699-313-5.

- Chapter 4, Images of God

### ❖ 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.

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

- Windows 8 or 10
- Intel i5 or higher AMD equivalent
- At least 16GB of free storage space

### Mac OS/X

- OS/XMac OS/ X 10.14 or newer
- Intel processor and at least 4 GB of RAM

### All Systems

- Up-to-date browser: Firefox, Chrome, Safari, Edge ([Click here for Blackboard browser checker](#))
- Up-to-date PDF reader ([Adobe](#) or [FoxIt](#))
- Up-to-date version of [Adobe Flash Player](#)
- Up-to-date video player
  - [Windows Media Player](#) or
  - [VideoLAN VLC media player](#)
- Up-to-date word processor and presentation package ([Wesley Theological Seminary offers free Office 365 Basic for students. Click here for instruction for how to download](#))

## To begin well:

- ❖ **Please view the Welcome and Guiding Images and Themes videos before beginning work for this class.**
  - **Students must complete all the reading for this class before our week of synchronous instruction begins July 26. Please note that an assignment based on the reading is due that day.**
  - **Most assignments will be submitted in the asynchronous weeks of instruction. Please pay careful attention to the syllabus.**
  - **This class explores Christian Formation for individuals and in community. As we form our virtual community, please be respectful of others who will be making this class journey with you and post your introductory video for Assignment A no later than June 20. In that way, we can begin to hold one another in our prayer and “see” one another as we make preparation for our synchronous week together and as small groups begin to meet in the asynchronous weeks.**
  - **Please read the syllabus carefully. Formation, as a process, takes time. The design of this class moves carefully week by week to introduce new aspects of Christian**

Formation and Discipleship and to invite prayerful weekly reflection and spiritual practice. Please do not rush through the assignments. Each week builds upon the previous weeks, creating a layered way of thinking about Christian Faith and Practice. Each asynchronous week of this class includes an assignment(s) to be submitted and posted to Blackboard. Please take the time to do this work week by week. Allow new insights to settle in and new challenges to linger in your attention. Small groups will be assigned during the first asynchronous week. Please find a way, as a small group, to spend time together in conversation about the readings, the practices, and the assignments. Pay particular attention to the small group presentations to be made during our synchronous week. Start early!

## Topics for Each Week and Schedule of Reading and Assignments

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### June 5

*Optional Synchronous Zoom Gathering 9 AM – 10:30 AM*

❖ **Optional Zoom Gathering**

An optional conversation for students who would like assistance in beginning the work for this class. Students should read the syllabus and view the Welcome and Guiding Images and Themes videos before this gathering. Please pre-register for this session via the instructor's Wesley email before noon on June 4.

### No Later than June 20: Introductory Video

#### Asynchronous Week

❖ **Orientation to the Class Video**

- Provided by the instructor and posted on Blackboard under Documents/Resources by April 20. Please view before beginning work for this class. After viewing the video, questions about the class may be directed to the instructor via Wesley email [gcampbell@wesleyseminary.edu](mailto:gcampbell@wesleyseminary.edu) or by joining the optional Zoom gathering on June 5 at 9:30 AM for informal conversation about the class.

❖ **Assignment to be completed and posted by June 20**

- Complete Personal Introduction Video following the instructions for Assignment A. Post no later than 11:59 PM June 20.

### The Week of June 20-26: Orientation, Introductions, and an Opening Question

*Yearning, mystery and the gift of faith*

#### Asynchronous Week

❖ **Reading to be completed before beginning these assignments**

- *Three Simple Rules: A Wesleyan Way of Living*, Read the entire book.
- *Soul Feast*, Forewords, Introduction and Chapter 1

- *Shaped By the Word*, Foreword, Preface and Part One, Chapters 1,2, and 3
- *The Gospel of John Chapter 6*
- ❖ Assignment to be completed and posted by June 26
  - View Video: Guiding Images and Themes  
Provided by the instructor and posted on Blackboard under Documents/Resources by May 11. Please view before beginning the assignments for this class. This video should assist the student in asking good questions of the readings, the videos, and the practices that are a part of this class experience.
  - Complete the Guiding Images and Themes Reflection paper following the instructions for Assignment B. Post no later than 11:59 PM on June 26.
- ❖ Assignment to be completed and posted by June 26
  - Watch the videos of other students in the class as they are posted.
  - Post your Noticings sentences on Discussion Board following the instructions for Assignment C no later than 11:59 PM on June 26.
- ❖ Ongoing assignment
  - Begin the assignment “Practicing the Cycle of Daily Prayer” following the instructions for Assignment D. Please note this assignment takes two weeks to complete.
  - Make contact with members of your small group and develop a plan for ongoing conversation following the instructions for Assignment E.

❖ Prayer Practice for this week: Cycle of Daily Prayer

## Week of June 27-July 3: Remember Your Baptism and Be Thankful:

*A guided experience*

### Asynchronous Week

- ❖ Reading to be completed before beginning these assignments:
  - *Soul Feast, Chapters 2, 3 and 4*
  - *Shaped By the Word*, Part Two, Chapters 4, 5, 6, and 7
  - “*Living Baptism*”, Chapter 4 from *Worship and Spirituality* by Don Saliers posted on Blackboard
- ❖ Video Guided Experience to be completed by July 3:
  - View and participate fully in “Remember your Baptism” guided experience.
  - Post your Baptismal Reflection Paper following the instructions for Assignment F by 11:59 PM July 3.
- ❖ Practicing the Cycle of Prayer Assignment to be completed by July 3
  - Complete the assignment “Practicing the Cycle of Daily Prayer” following the instructions for Assignment D. Post your Noticings paper by 11:59 PM on July 3.
- ❖ Ongoing assignment
  - Continue conversation with your small group following instructions for Assignment E.
- ❖ Prayer Practice this week: Cycle of Daily Prayer, Lectio Divina, and Embodied Prayer

## The Week of July 4-10: Approaches to Christian Faith Formation:

*Cultivating holiness of heart and life*

### Asynchronous Week

- ❖ Reading to be completed before beginning these assignments
  - *Soul Feast, Chapters 5,6 and 7*
  - *Shaped By the Word, Part Three, Chapters 8 and 9*
- ❖ Video Lecture
  - Before viewing this video, complete and score “Assessing Your Educational Stance” posted on Blackboard. This tool identifies assumptions and preferences that come most naturally to the student as a teacher of faith. It also identifies possibilities for growth as a leader in Christian faith formation. Having one’s self- assessment at hand while watching the video, students gain a deeper appreciation of the approaches presented by the instructor in a more personal way. *A learning tool – it will not be graded.*
  - View lecture posted on Blackboard “Approaches to Christian Faith Formation”
- ❖ Assignment to be completed and posted by July 10
  - Submit a reflection paper on the Approaches video and exercise following the instructions for Assignment H. To be posted no later than 11:59 PM July 10.
- ❖ Ongoing Assignment
  - Be in conversation with your small group following the instructions for Assignment E.
  - Begin the assignment “Practicing A Spiritual Discipline” following the instructions for Assignment G. Please note this assignment takes two weeks to complete.
  
- ❖ Prayer Practice this week: [Practicing a Spiritual Discipline.](#)

### July 10

*Optional Synchronous Zoom Gathering 9 AM – 10:30 AM*

- ❖ Optional Zoom Gathering
  - An optional conversation for those who would like assistance in preparing their small group Guided Experience presentation. All participants will have on hand any notes they have made in preparing their presentation.

## The Week of July 10-17: Creating Your Own Guided Experience

*The Gospel According to John 6*

### Asynchronous Week

- ❖ Reading to be completed this week
  - *Shaped By the Word, Part Four, Chapters 10,11, 12 and Appendix*
  - “Take, Bless, Break, Share”, Chapter 5 from *Worship and Spirituality* by Don Saliers posted on Blackboard
  - Verses from John 6 assigned to your small group
- ❖ No video lecture this week.

- ❖ Assignment to be completed by July 17
  - Complete the assignment “Practicing a Spiritual Discipline” following the instructions for Assignment G. Post your Noticings paper no later than 11:59 PM on July 17.
- ❖ Ongoing Assignment
  - ❖ Devote this week to deep planning with your small group for the presentation of your guided experience following the instructions for Assignment E.

**Week of July 18-24:      Who do you say that I am?**  
*Speaking to others about Jesus*

**Asynchronous Week**

- ❖ Reading to be completed before watching the video for this week
  - *Soul Feast*, Chapters 8,9 and 10
  - “*Images of God*” Chapter 4, from *A Praying Congregation* by Jane Vennard
  - “*Day of Ashes*” from *Alive!Now* by Gina Gilland Campbell
- ❖ Video Guided Experience to be completed by July 24:
  - View and participate fully in “Who Do You Say That I Am?” Guided Experience
  - Post your Important Noticings Paper following the instructions for Assignment I no later than 11:59 PM July 24
- ❖ Ongoing assignment
  - Be in conversation with your small group following instructions for Assignment E.
  
- ❖ Prayer Practice this week: Embodied Prayer, Modified Prayer of Examen

**BEGIN SYNCHRONOUS PORTION OF THE CLASS**

**REQUIRED ZOOM GATHERINGS EACH DAY, JULY 26-30, 9 AM – 11 AM**

ZOOM Login information to be provided in course announcements and via the student’s Wesley email.

**Monday, July 26: Faith and Belief; Spirituality and Religion**  
**Choosing Deeper Words rather than Words about Words**  
*How do we name our task?*

**Synchronous Week – required Zoom gathering 9 AM – 11AM**

- ❖ Reading to review before class
  - *Soul Feast*, Chapter 2
  - *Shaped By The Word*, Chapter 5
- ❖ Assignment to be completed by July 26
  - Complete Assigned Readings Learning Paper following instructions for Assignment J. Post no later than 1:59 PM on July 26.
- ❖ Ongoing Assignment

- ❖ Be in conversation with your small group following instructions for Assignment E.

## Tuesday, July 27: All Life is Prayer:

*Stretched out between the pit and the wing*

### Synchronous Week – required Zoom gathering 9 AM – 11AM

- Reading to be review before class
  - *Soul Feast*, Chapters 3 and 9
  - *Three Simple Rules*, all
- ❖ Assignment to be completed by noon July 27
  - Each small group shall post the outline of their Guided Experience and their Guiding Resources following the instructions for Assignment E. Post your outline no later than noon on July 27.
- ❖ Ongoing Assignment
  - Be in conversation with your small group following instructions for Assignment E.

## Wednesday, July 28: Presenting Guided Experiences

*John 6, “The Bread Chapter”*

### Synchronous Week – required Zoom gathering 9 AM – 11AM

- ❖ Reading to review before class
  - *Soul Feast*, Chapters 4 and 8
  - *Shaped By The Word*, Section IV, Chapters 10, 11,12,13
  - The Gospel of John, Chapter 6
- ❖ Assignment to be completed by 11 AM July 28
  - Each small group shall present the outline of their Guided Experience and offer a portion of their Guided Experience to the class following the instructions for Assignment E. To be completed by the end of class on July 28.

## Thursday, July 29: Opening the Word

*Scripture, Sacrament, and Liturgy in Faith Formation*

*Putting it all together*

### Synchronous Week – required Zoom gathering 9 AM – 11AM

- ❖ Reading to review before class
  - *Shaped By The Word*, Section IV, Chapters 10,11,12; Appendix B
  - *Three Simple Rules*, Introduction
  - “Take, Bless, Break and Share”, Don Saliers from *Worship and Spirituality*
- ❖ Assignment to be completed before class

- Prepare two sentences to be shared at the beginning of this class, following the instructions for Assignment K. Post your sentences on Discussion Board no later than 11:59 PM July 29.

**Friday, July 30: Life in Congregation and Community:**  
*Places of Presence*

**Synchronous Week – required Zoom gathering 9 AM – 11AM**

- ❖ **Reading to be completed before Zoom Class Gathering**
    - *Soul Feast* Chapter 10
  - ❖ **Resources to have at hand for Zoom Gathering:**
    - The Nature of Presence
    - Places of Presence guide sheet from Blackboard
    - A Way of Leading Meetings in Christ’s Presence
  - ❖ **Assignment to be completed by July 30**
    - Final paper to be completed following the instructions for Assignment L. Post no later than 11:59 PM July 30.
- ❖ All class assignments must be submitted by 11:59 on July 30. No late assignments will be accepted after this date.**

**Course Requirements**

- ❖ **Assignment A: Personal Introduction Video**
  - In John’s Gospel Jesus asks the question “What are you looking for?” The question invites us to consider our yearnings, hopes, whisperings, and intuitions about deeper living. Name something that lives at the center of your faith and life today. How did you learn, receive, encounter, find yourself overcome by that “something”? How did you come to value what lives at your center? What people, places, or experiences revealed God at work, drawing you into deeper relationship?
  - In a three-minute video (approximately 360 words), the student will introduce themselves, using the name they would like to be addressed by in the class. The student will then respond to the question “What lives in the center of your faith at this stage in your life, and how did you come to know that? Please be respectful of all your classmates and adhere to the 360-word limit (approximately 3 minutes) as all students will need to listen to everyone’s video.
  - Instructions for recording and placing a video on Blackboard can be found under Kaltura Instructions on Blackboard. These videos will serve as our introduction to each other as we begin the class. **Videos shall be posted no later than 11:59 PM on June 20.**
- ❖ **Assignment B: Reflection Paper on Guided Images and Themes**

- This video raises-- in story form-- images, themes, and questions to guide our conversation about Christian Formation and Discipleship throughout our class. **Choose one of the following questions** for reflection based on the material presented in the video. Consider how you might have answered the question prior to this video and what invitations to deeper thinking or challenges to approaching Christian formation God has placed in your attention.
  - How do we posit God? How do we speak and witness to God?
  - How do we think about the people of God whom we encounter – inside and outside of the church? What preconceptions about people do we bring to these encounters?
  - How do we extend invitations to holy relationships?
  - How fluent are we and our congregations in a full religious language – time, symbol, silence, gesture, space, words?
  - Which of life’s existential challenges – aloneness, freedom, meaning, death -- do we avoid as individuals? as communities? How do we understand that avoidance? How might we open a door for conversation and engagement with that issue?
  - How deep is the story we tell of our faith? Is it only Gospel based, ignoring the rest of Scripture? Is it only the parts of Scripture we are comfortable with? Does it include the whole history of God’s church beyond Scripture? For example, without church history, we do not have a United Methodist story to tell. We cannot explain the creeds.
  - How playful and imaginative do we invite ourselves and others to be in the making of holy meaning? Do we favor seriousness? What goes missing in too much seriousness? What becomes possible in creative sacred play? How do we understand the parables of Jesus and his speaking about the Kingdom of Heaven as creative, playful, imaginative speech? How do we understand the prophet’s images of rivers in the desert and infants and dangerous animals interacting without imagination?
  - How does our discipleship flow from our faith formation? How do acts of mercy and acts of piety flow together in a fully formed faith?
- **This reflection paper shall be one page in length. Post no later than 11:59 PM on June 26.**

❖ **Assignment C: Discussion Board Sentence Response to Introductory Videos**

- Each student will view all videos posted by class members. What do these stories reveal about how people come to faith?
- After viewing the videos, the student shall:
  - formulate one statement articulating what they notice in the stories of their classmates about how faith comes to us. This statement should be concise, discerning, and reflect deep listening.

- Each student will also formulate one crisp question these noticings raise for leaders who have responsibility for leading communities of faith.
- **This one statement and one question shall be posted on Discussion Board no later than 11:59 on June 26.**

❖ **Assignment D: Practicing the Cycle of Daily Prayer**

- *Three Simple Rules*, pages 69-75.
- Beginning on June 20, and continuing for two weeks (June 20 – July 3) each student shall pray the cycle of daily prayer as outlined by Bishop Job in *Three Simple Rules*. Reflect daily on the discipline with some brief notes. *These notes will not be submitted or graded.* They will assist you as you write a reflection paper attending to these questions: Notice what you notice each day about the shape of this prayer. Consider if and how this pattern of praying changes anything about the movement of your days. What aspects of John and Charles Wesley’s thought, prayer, or hymnody come into your awareness as you practice this daily pattern?
- Write a reflection to include your experience of marking each day with three periods of prayer, your sense of this way of praying as a means of grace, and thoughts about introducing this discipline to others.
- **This Noticings Paper shall be one page in length. Post to Blackboard no later than 11:59 PM on July 3.**

❖ **Assignment E: Small Group Guided Experience Presentation on John 6**

**Part one – planning and preparing:**

- Members of the class will be divided into small groups by the instructor by **June 20. Students will be connected to one another via their Wesley email. Please be sure your Wesley email is functioning!**
- Small groups will make a plan for being in contact each of the asynchronous weeks in order to get acquainted and to begin work immediately on their group presentation.
- Each small group shall be assigned a portion of the Gospel of John, Chapter 6 -- chosen as it appears in the lectionary for Year B (2020-2021) July 25, August 1, 8, 15, and 22. Sometimes called “the bread chapter” of the Bible, it invites extensive reflection on the meaning of bread as it serves as a symbol of connection between the Old and New Testaments, the people of God in the Old Testament and the person of Jesus, and the ongoing life of the church in Sacrament, discipleship, and ethics.
- These texts are as follows:
  - Group One     **John 6:1-21.** Other readings for that day include 2 Samuel 11: 1-15, Psalm 14, Ephesians 3:14-21
  - Group Two     **John 6:24-35.** Other readings for that day include 2 Samuel 11:26-12:13a, Psalm 51:1-12, Ephesians 4:1-16

- Group Three **John 6:35, 41-51.** Other readings for that day include 2 Samuel 18:5-9, 15, 31-33; Psalm 130, Ephesians 4:25-5:2
- Group Four **John 6: 51-58.** Other readings for that day include I Kings 2:10-12; 3:3-14, Psalm 111, Ephesians 5:15-20
- Group Five **John 6:56-69.** Other readings for that day include I Kings 8: 22-30, 41-43; Psalm 84; Ephesians 6:10-20

- Students will read all of John 6 noticing the author’s deepening use of the symbol of bread. Each group will focus on their assigned section of the chapter, and give attention to the additional lectionary texts assigned to that day.
- Considering large group gatherings may not be possible or comfortable for every church, even in July of this year, develop a guided experience that could be offered as a hybrid experience – with some people gathered physically and others gathered virtually. The Guided Experience shall be 90 minutes in length.
- **An optional Zoom gathering will be hosted by the instructor on July 10 for students desiring an opportunity to engage in a more extended conversation about this assignment. Please sign up for this Zoom gathering if you would like to participate via the instructor’s Wesley email by July 9 at noon.**
- The Guided Experience, focused on the assigned section of John 6, may certainly utilize the additional Scriptures for the day in some way, and yet it is not required. These additional texts may offer context for the Gospel selection.
- Each presentation shall:
  - open the Biblical text in a formational way
  - reflect the theological themes in the texts and the implications of those themes for the Christian faith and life in our current moment.
  - demonstrate an awareness of what it means to lead formationally - to extend invitations to participants, to use a variety of teaching and learning approaches
  - use at least two aspects of religious language: time, space, symbols, gestures, silence in addition to words.
  - contain liturgical and sacramental elements if these seem appropriate
  - invite the experience of a sense of the soul -praise, gratitude, hope wonder, awe, lament – and an experience of embodying that sense
  - **An example of a full script for a guided experience is provided under Assignment Tab E on Blackboard. It is the script created by the instructor for “Remember Your Baptism, and Be Thankful”. Small groups are not being asked to create a full script. The script is provided as a guide. You should, however, provide an annotated outline of your Guided Experience on John 6 (assigned verses) to include:**
    - A focus/vision statement for the Guided Experience. What is the central point?

- A statement of desired outcomes for the session. What do you hope participants will encounter as they move through this Guided Experience?
- Clarity about how Scripture is being opened in the session – what approach(es) will you use?
- A step-by-step outline of what participants will hear, see, share – as they move through this experience. Establish the time frame for each portion of your Guided Experience (10 minutes for opening, etc)
- It is not necessary to include every word that will be spoken in this Guided Experience. Please summarize what will be included in each portion of the experience. “Participants will hear.... Participants will be invited to.... In small groups participants will discuss....” “The leader will...”
- If there are teaching portions in the Guided Experience, provide each of your teaching points in your outline.

**The small group should post the annotated outline – 6 -8 pages - of their Guided Experience on Blackboard by noon on July 27.**

#### **Part Two – the Guided Experience Presentation**

- The small group will present an overview of their Guided Experience in our Zoom Class gathering on July 28.
- Each presentation will be no more than 15 minutes in length. The small group presentations should include an overview of the Guided Experience and should lead the class through one portion of the Guided Experience.
- If the small group would like for all students to have access to their outline, send the outline via Wesley email to the class instructor no later than July 27 at noon. The instructor will provide it to all class members via Wesley email.
- All students in the small group:
  - should participate in the presentation.
  - should write one portion of the presentation and should indicate their portion in the outline.
  - will receive the same grade for the presentation.

#### **❖ Assignment F: Reflection Paper on “Remember Your Baptism and Be Thankful” Guided Experience**

- Complete all the assigned reading for this week’s class session and participate fully in the Guided Experience. You may choose to make this an individual Guided Experience. Or you may find it possible and beneficial to share this experience with others. Much of this may be determined by your time or rules about social gatherings where you live. The experience was designed for a Zoom gathering. Your choice!
- Participate in all the guided portions of the retreat and using the Guided Resources Document posted on this assignment tab, find a question you would like to explore

more deeply. **Use the first page** of this assignment to explore that which God has placed in your attention. Your response may have been formulated as you participated in the Guided Experience.

- **Use the second page** of this assignment to reflect on the pedagogy of the retreat itself; the approaches to teaching and learning, the invitations to go deeper in thinking about baptism, the uses of the layers of religious language, the use of story, the invitation to play, the role of the leader, the role of the learner. It is not necessary to respond to each of these prompts. They are offered as suggested areas for exploration. What did you learn about structuring a formational retreat from this experience?
- **This paper shall be two pages in length. Post to Blackboard no later than 11:59 PM July 3.**

#### ❖ Assignment G: Practicing a Spiritual Discipline

- *Soul Feast*, Chapters 2-7 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. There are many -- Lectio Divina, fasting, prayer of examen, prayer of the heart, life review, confession, simple noticing, keeping Sabbath.
- Practice this discipline for two weeks (July 4 – July 17) and reflect in writing on your experience. *These notes will not be submitted or graded.* They will assist you as you write your reflection paper 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.
- **This Noticings paper shall be one page in length. Post to Blackboard no later than 11:59 PM on July 17.**

#### ❖ Assignment H: Reflection Paper on Approaches to Teaching and Learning

- Each approach presented in this video lecture suggests the role of the teacher, the role of the learner, and the setting in which formation happens. In this reflection paper, the student is seeking to articulate their own understanding to the teaching, learning process that supports faith formation.
- In this reflection paper, the student will ask themselves “What did I learn from this exercise? What did I learn about my approach to teaching and learning faith? Was I surprised by my assessment scores? Do I function as a leader in ways that do not match my deepest concerns? Are there skills and approaches I might develop to strengthen my ministry as a formational leader? Are there skills and approaches I rely on to the exclusion of other valuable ways of approaching faith formation?”
- It is not necessary to respond to each prompt suggested above. It is necessary to work at one’s own understanding of how, where, and in what set of relationships faith formation occurs. Explore what God has placed in your awareness through this exercise.

- **This Reflection Paper shall be one page in length. Post to Blackboard no later than 11:59 on July 10**

**Assignment I: Reflection Paper on “Who Do You Say That I Am?”**

- Complete all the assigned reading for this week’s class session and participate fully in the Guided Experience. You may choose to make this an individual Guided Experience. Or you may find it possible and beneficial to share this experience with others. Much of this may be determined by your time or rules about social gatherings where you live. The experience was designed for a Zoom gathering. Your choice!
- Participate in all the guided portions of the retreat and using the Guided Resources Document posted on this assignment tab, find a question you would like to explore more deeply. **Use the first page** of this assignment to explore that which God has placed in your attention. Your response may have been formulated as you participated in the Guided Experience.
- **Use the second page** of this assignment to reflect on the pedagogy of the retreat itself; the approaches to teaching and learning, the invitations to move more deeply into the question “Who do you say that I am?”, the uses of the layers of religious language, the use of story, the invitation to play, the role of the leader, the role of the learner. You do not need to respond to each of these prompts. What did you learn about structuring a formational retreat from this experience?
- **Use the third page** to include your reverse paraphrase statements developed during the Guided Experience.
- **This Reflection Paper shall be three pages in length. Post to Blackboard no later than 11:59 PM July 24.**

**Assignment J: Assigned Textbooks Learnings Paper.**

- Each student will write a one-page response to each of the assigned textbooks for this class, following the guiding question provided below, for a total of three pages. After responding to the question posed by the instructor, the student may also address additional important learnings they gleaned from each textbook.
- **Three Simple Rules: A Wesleyan Way of Living, by Ruben Job**
  - One of the stated goals of this class is “to articulate a theological basis for the Wesleyan emphasis on spiritual disciplines and practice them as a means of grace”. What does Job’s presentation of the General Rules of the United Methodist Church and your own practice of the Cycle of Daily Prayer offer you as a way of responding to this stated goal? Another way to ask that question is “How would you present both the General Rules and the Cycle of Daily Prayer to your congregation as a means of grace? **(one page)**
- **Shaped By The Word, by M. Robert Mullholland, Jr.**
  - In Chapter 13, on pages 162-163 of this book, Mulholland writes “It is my prayer that God has used this book to lead you into...” and then lists 6 possibilities for spiritual formation that he hopes will emerge in those who

read his book. Choose one of those 6 sentences and reflect how this formational possibility has been at work in you as you have read this text and as you have approached Scripture in various ways in our classroom experience. How might this change the way you present Scripture to your congregation? **Please include the sentence to which you are responding at the top of your page. (one page)**

- **Soul Feast: An Invitation to the Christian Spiritual Life, by Marjorie J. Thompson**
  - Much of Thompson's book is devoted to the life of prayer – the many ways of praying, and the experience of and with God and neighbor that arise as we pray. As a part of our class experience, we have also engaged in many ways of praying. What is prayer? How would you define or describe it? What, from this book, has encouraged, challenged, deepened, or expanded your way of perceiving what prayer is? What do you think it is vital to teach one's congregation – how do you think it is important to form one's congregation – in the life of prayer that may not previously have seemed important to you?

**This Assigned Textbooks Learnings Paper shall be three pages in length. Post to Blackboard no later than 11:59 PM July 26.**

#### **Assignment K: Discussion Board Sentence Response to Small Group Presentations**

- Each student will experience the small group Guided Experiences on a selected section of John 6 offered in the Zoom Class Gathering on July 28.
- In response to the entire experience (the student will be making one response to all the presentations, not one response to each presentation), each student shall:
  - Name one approach to Christian Teaching and Learning they saw clearly demonstrated in the presentations. "In the demonstration of Group 3, I clearly saw...."
  - Articulate one new awareness about John 6 and its place in Christian Formation. "I never considered..."
  - Identify one way in which they experienced a challenge or invitation in the presentations by other groups. "I sense God inviting/challenging me to..."
- Each student will read their three sentences – and only three sentences – in the Zoom Class Gathering on July 29.
- **These three sentences shall be posted on Discussion Board no later than 11:59 on July 29.**

#### **Assignment L: Final Paper**

- Choose one of the following to address in a final paper:
  - develop a rule of life. Guidance for this assignment may be found in *Soul Feast*, Chapter 9 with additional guidance on page 155. One might also choose to develop a rule of life that gives some specificity to Wesley's *Three Simple Rules* as described by Rueben Job. Describe the formational reasons for your choices; how you see the practices you have chosen will deepen

your faith and your hopes for the new steps in discipleship they might support.

- using the Awareness Examen posted on Blackboard, reflect on the experience of this class. Where has God been present? What whisperings still have your attention? Additional guidance for this assignment may be found in *Soul Feast*, Chapter 6. How will your ministry be different after having moved through this class? How are you different after having moved through this class?
- develop one's own theological and theoretical statement of purpose and intention for formational ministry in answer to the question "How does faith come?" This statement should include one's image of God, guiding images for faith formation, preferred approaches to Christian teaching and learning, and the place of prayer and spiritual disciplines in the life of an individual and a community of faith.
- **This paper should be two pages in length and should be posted to Blackboard by 11:59 PM on July 30.**

#### ❖ Attendance/Absences

Please note that due to the nature of this class, there will be no excused absences from required Zoom Gatherings. **Zoom Gatherings begin promptly at 9 AM. We will end promptly at 11 AM. A deduction will be made in the student's participation grade for lateness.**

#### ❖ Graded Activities/Assignments

Written assignments shall be double-spaced with one-inch margins and 12-point font (Times New Roman or Calibri). Please note that papers with excessive margins or large font will not count as a full page when grading the assignment.

**Please note that this class will be based on a total of 100 points.**

| <b>Assignments</b>                    | <b>Possible Points</b> |
|---------------------------------------|------------------------|
| Introduction video                    | 4 points               |
| Discussion Board Sentences            |                        |
| Response to videos of other students  | 5 points               |
| Response to small group presentations | 5 points               |
| Response to Guided Experiences        |                        |
| Remember your baptism                 | 10 points              |
| Who do you say that I am?             | 10 points              |
| Noticings Papers                      |                        |
| Cycle of Daily Prayer Practice        | 5 points               |
| Practicing a Spiritual Discipline     | 5 points               |
| Reflection paper                      |                        |
| Guiding Images and Themes             | 5 points               |
| Approaches to Teaching and Learning   | 5 points               |

|                               |           |
|-------------------------------|-----------|
| Learnings from Readings       | 10 points |
| Small Group Guided Experience |           |
| Outline                       | 8 points  |
| Presentation                  | 8 points  |
| Final Paper                   | 10 points |
| Class Participation           | 10 points |

### ❖ **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** 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-** means that the assignment is not only well crafted, but it also probes the issues with insight.

**B+** means the assignment includes the basic elements of the assignment have been faithfully included, the argument is internally coherent and clearly articulated. The assignment is also well crafted.

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

**B-** means that a basic element of the assignment has been omitted or not well addressed, the argument is less internally coherent and lacks a focused articulation.

**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.

**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.

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

**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 posted after the assigned due date** and a full letter grade for any assignments 24 hours past due.

Assignments over 48 hours past due will be lowered two letter grades. Please contact the

instructor for assignments over 72 hours past due. Absences from required Zoom meetings will result in a deduction of one letter grade.

## **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 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).