MC/SF 501 Spiritual Formation for Ministry
Gordon-Conwell Theological Seminary
Fall 2014: Monday 2-5PM
S. Steve Kang: sskang@gcts.edu or 978-646-4082 (and mc501sf@gmail.com for all papers)
Office Hours:
- Drop-in hours (no appointment necessary): Monday 11:30AM-12:30PM; Tuesday 10:30-11AM
- Appointment only: Monday 9-11:30AM; Tuesday 9-10:30AM
- To sign up for an appointment, visit: https://docs.google.com/document/d/1FLlPsF1FvZNgnKhOpLJW6dBtUj-ZFs5jzVr7eVxAxB8/edit

Course Description:
The foundational course in the Division of Ministry, and an introduction to theological seminary. A beginning
working knowledge of spiritual formation leading to a lifetime of continuing education. Spiritual exercise &
small group practice for personal application and for leadership in the church (From the GCTS 2014-15 catalog).

This course aims to encourage students to engage in meaningful praxis by providing ample opportunities
for students to (1) explore spiritual traditions of the church, (2) engage in various experiential spiritual
formation opportunities in- and outside the classroom, (3) grow deeply in theory and practice of one of
the spiritual traditions in relation to other traditions of the church, and (4) develop a plan for life-long
habitus of spiritual formation. The class is intended to foster a sense of the “learning community” so as to
live out more fully the notion of the communion of saints even during the seminar years.

Course Covenant:
“This course is intended to introduce you to both the academic fields of Christian Spirituality and Christian
Spiritual Formation and to help you nurture your own spiritual life. Consequently, the course will have both
an academic side as well as a very personal and applied side. I invite you to take this course with a desire to
excel at both the bookish side as well as the personal side. You have been trained for years to take the
academic aspects of a course seriously (e.g., paper writing, and reports), and I ask you to take the applied
side even more seriously. It is in applying the material that you have the opportunity for repentance and
growth. It will be easy to ‘fake’ a performance in these areas, but the ease of doing so does not minimize the
importance of doing this…with all your might.

...We are members of an academic community with high scholarly standards, a commitment to pursuing
truth, a recognition that our actions affect others in the community and seeking to follow Jesus’ example
of integrity and truthfulness. Academic honesty is essential for establishing and maintaining the trust that
is fundamental to the educational process. Examples of academic dishonesty, which will result in
disciplinary action, most pertinent to this class include, but are not limited to:

• CHEATING: Using unauthorized material or unauthorized help from another person in any work
  or examination submitted for academic credit.
• FABRICATION: Inventing information, citations, reporting participation in activities never done,
  or inflating the effort put in and/or the effect of various self-reported spiritual activities.
• FACILITATING ACADEMIC DISHONESTY: Providing unauthorized material or information to
  another person.
• PLAGIARISM: Representing the work of another as one’s own without acknowledging the source.
• MISREPRESENTATION. Giving the impression of having done more significant work than you
  actually did. Examples include: padding references with works not consulted, doing less than your
  fair share on a group project.

The readings in this class give you an opportunity to participate in the Communion of the Saints as you sit
at the feet and learn from those who have gone before us. The expectation is that we will seek to engage
these authors and traditions with a spirit of inquiry, learning and respect. (I am indebted to a wise friend and former colleague from my Wheaton days, Jim Wilhoit, for articulating these valuable “covenantal” insights in a course such as this one.

**Course Texts:**

**Required:**

**Recommended:**

**Course Schedule:**

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<th>Date</th>
<th>Topic</th>
<th>Reading &amp; Assignment</th>
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<td>Session 1</td>
<td>9/8 - Introduction to the Course &amp; Spiritual Formation Small Group (SFSG)</td>
<td>Spiritual Formation Small Group – Sign up by 9/12 Friday</td>
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<td>I. Elected in/to Love - Spiritual Formation &amp; Spiritual Theology</td>
<td>Spiritual Exemplar – Sign up by 9/12 Friday</td>
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<tr>
<td>S2 9/15</td>
<td>- Spiritual Theology I: The Triune God &amp; Election</td>
<td>Christ Plays, Introduction, Clearing the Playing Field; Invitations from God, Introduction; SFSG 1 [Invitations from God, ch.10 (Remember)]</td>
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<td>S3 9/22</td>
<td>- Spiritual Theology II: The Household of God</td>
<td>Christ Plays, Pt.III. Christ Plays in Community</td>
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<td>- Spiritual Theology III: The Grammar of Love</td>
<td>SFSG 2 [Invitations from God, ch. 11 (the Most Excellent Way)]</td>
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<td>S4 9/29</td>
<td><strong>II. Made to Receive</strong> - Discovering the Contemplative Life I</td>
<td>Christ Plays, Pt.I Christ Plays in Creation</td>
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<td>SFSG 3 [Invitations from God, ch. 9 (Pray)]</td>
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<tr>
<td>S5 10/6</td>
<td>- Discovering the Contemplative Life II</td>
<td>Spiritual Exemplar I – Historical, Personal &amp; Biblical Clues (1-3) due on 10/6 Monday</td>
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<td>SFSG 4 [Invitations from God, ch. 4 (Rest)]</td>
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<td>10/13</td>
<td><strong>NO CLASS – READING WEEK 1</strong></td>
<td>Soul Sabbath Report due on 10/15</td>
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<td>Soul Sabbath (9AM-4:30PM) on 10/15 @ Notre Dame Convent, Ipswich, MA</td>
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<td>S6 10/20</td>
<td>- Discovering the Redemptive Life</td>
<td>SFSG 5 [Invitations from God, ch. 1 (Participate in Your Own Healing)]</td>
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<td>S7 10/27</td>
<td>- Discovering the Communal Life</td>
<td>Christ Plays, Pt.II Christ Plays in History; SFSG 6 [Invitations from God, ch. 3 (Practice the Presence of People)]</td>
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<td>Date</td>
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<td>S8 11/3</td>
<td><strong>III. Called to Participate</strong>&lt;br&gt;- Practicing Holy Inefficiency</td>
<td><strong>Spiritual Exemplar II – Spiritual impact &amp; legacy (4-5) due on 11/3 Monday</strong>&lt;br&gt;SFSG 7 [<em>Invitations from God, ch. 8 (Wait)</em>]</td>
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<td>11/10</td>
<td><strong>NO CLASS – READING WEEK 2</strong>&lt;br&gt;Soul Sabbath (9AM-4:30PM) on 11/13R @ Notre Dame Convent, Ipswich, MA</td>
<td><em>The Return of the Prodigal Son, Prologue, Intro., Pt I &amp; II (The Younger Son &amp; The Elder Son)</em>&lt;br&gt;Soul Sabbath Report due on 11/13R</td>
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<td>S9 11/17</td>
<td>- Practicing Downward Mobility</td>
<td><em>The Return of the Prodigal Son, Part III (The Father), Concl. &amp; Epilogue</em>&lt;br&gt;SFSG 8 [<em>Invitations from God, ch. 2 (Follow)</em>]</td>
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<td>S10 11/24</td>
<td>- <strong>Spiritual Exemplar Essay Exercise</strong>&lt;br&gt;- Practicing Authentic Life&lt;br&gt;- Practicing Mutual Forgiveness</td>
<td><em>Spiritual Exemplar III – In Class Essay Exercise (6-7)</em>&lt;br&gt;SFSG 9 [<em>Invitations from God, ch. 6 (Admit I Might Be Wrong)</em>]</td>
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<tr>
<td>S11 12/1</td>
<td>- Practicing Suffering&lt;br&gt;- Closure</td>
<td><em>Christ Plays, Epilogue; Invitations, ch. 5 (Weep): Due at the beginning of the class: Compilation of Weekly SFSG Assignments &amp; Reflection on SF SmGp experience</em></td>
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<td>12/3 Wed</td>
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<td><strong>Spiritual Adventure Project Due</strong></td>
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**Course Expectations:**

- **Classroom Attendance & Participation and** (10%)  
  Students should be ready during each class period to:  
  (1) recall the major tenets of the readings;  
  (2) raise questions pertaining to the readings;  
  (3) be able to reflect the readings personally & theologically;  
  (4) actively & wholeheartedly participate in classroom activities; and  
  (5) *promote and maintain the learning & formational community in class.*

- **Soul Sabbath – a Silent Retreat Participation** (10%)  
  Students will attend Soul Sabbath – a Silent Retreat on **October 15W or November 13R** (9AM-4:30PM) at Notre Dame in Ipswich, sponsored by Pierce Center for Disciple-Building. Students are responsible to:  
  (1) register online *when directed* (The cost: $20; You will have to commit to one of the two dates when registering. Unless the student has *paramount or extremely essential* commitments, s/he will not be excused. IF the student has a reason for a petition, s/he will have to submit it via email to the instructor.);  
  (2) attend the retreat in its entirety;  
  (3) write one single-spaced-page reflection of his/her experience in terms of his/her level of engagement, any illumination experienced about God, discovery about oneself and any other issues; and  
  (4) send electronically *(the student’s last and first name, and the assignment on the title of the document* – ex., “CarsonAbigailSSabbath.pdf”, in the .pdf format – no exception) to mc501sf@gmail.com by 11:59pm on the day of the student’s attendance (**October 15W and November 13R**).  

- **Spiritual Formation Small Group Participation** (30%)  
  Students will participate in a semester-long small group spiritual formation experience based on *Invitations from God* as they are to:  
  (1) Sign up by **September 12** for a group by visiting:  
  https://docs.google.com/document/d/15QirfVxMpvglqDKMZNQzqOv5GENPdacNYGGSJ2Dy_8/edit?usp=sharing
NOTE: For the Monday morning group, the members will want to email one another to decide where to meet for the first time. For other groups, the members can decide during the break of the session 2.
(2) Attend and be on time for at least ten out of eleven sessions (if absent, the student needs to do the make-up work by the following session);
(3) Will have read through carefully the corresponding chapter of *Invitations* for each week;
(4) In writing, prayerfully respond to all the prompts (see below) while interacting specifically with the salient parts of the chapter – i.e., quotes, specific ideas from the chapter, the scriptural passages, etc.
When using computer, the student must print it out prior to the small group session:

**There will be no exceptions or any variations to these format requirements.**
- The length of each assignment should be **no more than one** single-spaced page;
- At the beginning of the group time, the student is to show his/her work to another student in the group and have that student sign and date his/her name on the top portion of the assignment;
- If the student did not complete the assignment for the group time, the student is to write down on a piece of paper – i.e., "I was not able to complete the assignment for this week’s session.” Or “I was only able to do ___% of the assignment for this week’s session – and have another student in the group to sign and date it. This signed and dated page must be included as a part of the compilation of the weekly assignments at the end of the semester;
- If the student is to miss one session (the one allowed absence), s/he is responsible for making up that week’s work by the next session – indicating “Make-up work for the one allowed absence”) on the top of the assignment, and follow the same direction as “b” above. The student is also responsible for completing the assignment for the (i.e., the next session after the session missed) session at the same time. In other words, the student is to have two assignments ready for the session following the missed session.
- Whether the student is to have the excused or unexcused absence(s), s/he needs to write a note indicating his/her absence(s) on a piece of paper and have a student in the group to sign and date the paper at the beginning of the next session. This signed and dated page, too, must be included as a part of the compilation of the weekly assignments at the end of the semester.
- If the student has to be absent for more than one allowed session, s/he will receive no credit for the absence – without exception. However, s/he can still make up the late work by the next session. The maximum credit s/he could get for the make-up work will be the half of the maximum credit s/he could have received if it were handed on time. Follow the same direction as “b” above.; and
- Once the weekly assignment receives a signature and is dated by another student in the group, the student is not to add or subtract from it.
(5) Participate fully and make every effort to facilitate spiritual formation and uplifting atmosphere in the lives of fellow students in the group;
(6) Facilitate one of the sessions during the semester (Please refer to the directions for leading SFSG on CAMS.) and provide constructive comments to other facilitators during the debriefing time at the end of each session; and
(7) Write and include one single-spaced-page reflection of his/her small group experience when handing in the compilation of the weekly small group assignments to the instructor at the end of the semester (December 1, in class). Be sure to staple them and write down your name and mailbox address in the middle of the back of the last page of the compiled assignment.

* **Weekly Prompts for Small Group preparation** – All taken from *Invitations from God*

**SFSG 1** – *Invitations from God, ch.10 – Remember*
- How do you tend to remember events? How do you focus on the sad or bad things that have happened to you?
- Spend some time writing out your exodus story. Where have you moved from bondage to freedom?
  How have you moved from anger or fear or anxiety into trust and the fruit of the Spirit?

**SFSG 2** – *Invitations from God, ch.11 – The Most Excellent Way*
- When and how do you use “elaborate talk” as a substitute for doing the loving thing? How does critiquing what others say keep you from hearing what they are saying?
- Where do you attempt to be really excellent? What would it look like to put this effort into loving?

**SFSG 3 – Invitations from God, ch.9 – Pray**
- How does “father baggage” cloud your experience of God? What does Jesus want to tell you about His Father?
- How are you bringing God’s reign to your relationships and community? How is God’s kingdom shaping your choices and plans?

**SFSG 4 – Invitations from God, ch.4 – Rest**
- How do you spend most of your time off?
- How do you like to spend your Sabbath? How can you begin to reclaim time in each day as a mini-Sabbath rest?

**SFSG 5 – Invitations from God, ch.1 – Participate in Your Own Healing**
- Where do you wish Jesus would use magic rather than involve you? How would participating in your own healing draw you deeper into Jesus and freedom?
- Where are you being invited to risk or trust God with a desire?
- Who are the “soul therapists” who could walk with you into your journey to health?

**SFSG 6 – Invitations from God, ch.3 – Practice the Presence of People**
- How do you feel about liming with people – that is, passing the time of day with others without an agenda, simply relaxing and being present with them even on short notice? How do you feel about people who interrupt and throw off your agenda?
- How easy is it for you to see goodness in people you dislike? How can catching a glimmer of God’s image in another person change the way you pray for them?

**SFSG 7 – Invitations from God, ch.8 – Wait**
- Describe the feelings you experience when you have to wait. What do these feelings reveal about the way you think life should work?
- What are you waiting for right now? What would it look like for you to enter the space between desire and demand and to hold what you want before God with open hands?

**SFSG 8 – Invitations from God, ch.2 – Follow**
- What does it feel like when you lead? What do you enjoy about it? Where does it hook your false self?
- What does it feel like when you are a follower? When do you enjoy this position? How does following affect your ego?

**SFSG 9 – Invitations from God, ch.6 – Admit I Might Be Wrong**
- Where have I formed relationships with people who think differently than I do? What have these people taught me?
- What does it mean to have faith in Jesus rather than certainty about absolute truth?
- How am I at trusting the Holy Spirit to lead another into truth? How do I discern when to correct another and when to keep my thoughts to myself for the time being?

**Spiritual Exemplar Project (10% + 10% + 10% = 30%)**
- The student is to identify a historical exemplar/mentor from the list below by September 12 (no switching of the exemplar allowed after that date); read up on and experience his/her life, teaching, ministry, and his/her impact in the church throughout the semester. To sign up, visit: https://docs.google.com/document/d/1kYwFUqY2bRkbpIHvbnZ5S5Axil82gyU8aP_6Fkpy-23U/edit?usp=sharing When writing the three-part report (see below for the direction and due
dates.), be sure to demonstrate your personal understanding of your spiritual exemplar while interacting with primary and secondary sources (with citations), using your own words and/or paraphrases.

- The student is then to send electronically (the student's last and first name, and the assignment on the title of the document – ex., "ACarsonAbigailSExemplar1.pdf", in the .pdf format – no exception) to mc501sf@gmail.com by 11:59pm on the below due dates:

1. **Spiritual Exemplar I – Historical, Personal & Biblical Clues (October 6 Monday) (10%)** – two single-spaced page of the student's findings on the questions 1-3 below – including any pertinent quotes (and citations) of the spiritual exemplar's works and from secondary sources.
   (1) What was the condition of the Christian community s/he found herself/himself in?
   (2) What were some salient life-issues from his/her background that propelled him/her to respond to the issues/conditions/challenges at hand?
   (3) How was s/he and his/her ministry biblically informed? (This might not be as obvious for some exemplars. Do as much as you can. The instructor is aware of the level and kinds (and lack) of information available.)

2. **Spiritual Exemplar II – Spiritual impact & legacy (November 3 Monday) (10%)** – no more than two single-spaced pages of the student’s learning & reflection to the questions 4-5 below – again, including any pertinent quotes (and citations) of the spiritual exemplar's works and from secondary sources.
   (4) How did his/her teaching, ministry, and/or devotion impact the church in his/her time? and
   (5) What are some enduring legacies of the exemplary figure and/or the institution or tradition s/he inspired?

3. **Spiritual Exemplar Essay Exercise (November 24 Monday – IN CLASS) (10%)**
   This is a one-hour writing exercise on the student's spiritual exemplar, responding to the following two questions in a cogent manner:
   (6) What have you learned about God and yourself from the exemplar?; and
   (7) How has and will s/he inform your personhood – academically, spiritually and ministerially – as a minister of the Gospel?

   - Benedict of Nursia (c.480-c.547)
   - Gregory the Great (c.540-604)
   - Francis of Assisi (1182 – 1226)
   - Thomas a Kempis (1379-1471)
   - Ignatius of Loyola (1491-1556)
   - Teresa of Avila (or Teresa of Jesus) (1515-1582)
   - John of the Cross (1542-1591)
   - Oswald Chambers (1874-1917)
   - Sundar Singh (c.1889-1929)
   - A.W. Tozer (1897-1963)
   - Eugene Peterson (1932-Present)
   - Dallas Willard (1935-2013)
   - Simon Chan of Singapore

- **Spiritual Adventure Project (20%)**
  The student is to reflectively engage in two reflective adventure exercise-prompts.
  (1) As you review The Return of the Prodigal Son that you have already read, spend some time in solitude. Before the holy God, seek to discern what are some of the ways you keep the reality of God’s love at a distance. Then, do the business of confession to God as He prompts you. How do
you understand and receive yourself as God’s ‘beloved’? Your typed reflection should be no more than one single-spaced page.

(2) As you review and interact with Christ Plays in Ten Thousand Places, write an initial draft of the rule of your life. Prayerfully consider about (no more than) 10 specific life values/patterns that would aid you to deepen your relationship with God and His people. For each value/pattern, demonstrate how certain specific ideas and quotes from Christ Plays in Ten Thousand Places have inspired you to come up with that value/pattern (Copious citations required.). Your draft and its explanations should be no more than two single-spaced pages.

Send electronically in one file (the student's last and first name, and the assignment on the title of the document – ex., “ACarsonAbigailSAPIII.pdf”, in the .pdf format – no exception) to mc501sf@gmail.com by 11:59pm on December 3.

- All citations (footnotes) should be in Turabian format. See Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations, 6th Edition. Chicago: The University of Chicago Press, 1996 or any online help on the formatting.
- Observe the page limit.
- Please note that points will be taken off for improper citations and document titles.
- Late Papers will be docked one full letter grade for each day they are late. No exceptions.

Bibliography
Refer to the course bibliography document on CAMS.