

Asbury Theological Seminary Syllabus



DM(MLC)915A, W1: Seminar I - Spiritual Formation in the Sacramental Tradition

2 Credit Hours

Wilmore, Kentucky/Hybrid

Online: June 1 – August 21, 2020

On-site Residency: July 20 – 24, 2020

PROFESSOR INFORMATION

Professors: Winfield Bevins and Michael Matlock

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Welcome to Missional Leadership in the Sacramental Tradition! The information below provides an introduction to your teaching team.

Winfield Bevins, D.Min. Winfield Bevins is the Director of Church Planting at Asbury Theological Seminary. He is an adjunct professor and guest lecturer at various seminaries and universities in the United States and England. He has a Doctor of Ministry from Southeastern Seminary in Wake Forest and is pursuing a PhD at the University of Aberdeen, Scotland. He is a visiting Scholar at the National Institute for Newman Studies, Duquesne University. Having grown up in a free-church background, Winfield eventually found his spiritual home in the Anglican tradition, but freely draws wisdom from all church traditions.

Winfield is the author of several books, including *Marks of a Movement: What the Church Today Can Learn from the Wesleyan Revival*; and *Ever Ancient Ever New: The Allure of Liturgy for a New Generation*; *Creed: Connect to the Essentials of Historic Christian Faith*; *Our Common Prayer: A Field Guide to Common Prayer*; *Grow at Home*; and *Church Planting Revolution*. He has

published articles in various publications including *Liturgy*, *The Wesleyan Theological Journal*, *The Asbury Theological Journal*, *Pneuma Review*, *The Journal of Pentecostal Theology*, and *Christianity Today*.

As a seasoned practitioner, he has helped plant several churches and has used his experience to train leaders from around the world. He is also a visual artist who enjoys painting iconography, landscapes, and portraits. Over the past decade, he has helped start numerous arts initiatives, including a non-profit art gallery and studio, and an arts program in North Carolina. He and his wife Kay live in Wilmore, Kentucky and have three daughters; Elizabeth, Anna Belle, and Caroline.

After completing his Ph.D. in Hebrew Bible (Hebrew Union College – Jewish Institute of Religion), **Michael D. Matlock, Ph.D.** rejoined the faculty of Asbury Theological Seminary in 2008 after previously serving on the faculty from 1998-2001. He currently serves as the department chair of Inductive Biblical Studies. He understands his calling at Asbury Seminary is to teach Scripture for the sake of God's church and world, and he endeavors to instill a love for the study of Scripture in his students.

Professor Matlock teaches hermeneutical courses in the Pentateuch, Historical Books, Psalms, the Book of Daniel, Minor Prophets, Gospel of Matthew, and Gospel of Mark. He also teaches Second Temple Judaism courses in the doctoral and masters programs as well as a biblical theology course.

Professor Matlock is engaged in biblical and theological scholarship for both the church and the academic guild. He has published two books, *Discovering the Traditions of Prose Prayers in Early Jewish Literature* (T&T Clark) and a devotional commentary on Daniel 1-6 (Seedbed). He is currently writing two technical commentaries, *1 Chronicles* and *2 Chronicles and the Prayer of Manasseh* for the Septuagint Commentary Series (Brill Publishers). He has written articles for such publications as the *Journal for the Study of the Old Testament*, *New Interpreter's Dictionary of the Bible*, *Encyclopedia of the Bible and Its Reception*, *T&T Clark Companion to Second Temple Judaism*, and the *Global Wesleyan Dictionary of Biblical Theology*. He has also written essays for collections in the *Library of New Testament Studies* (T&T Clark), *Deuterocanonical Books and Cognate Literature* (De Gruyter), and *Ancient Israel and Its Literature* (SBL) as well as for stand-alone volumes published by Baker Academic and Eisenbrauns.

An Anglican priest, Fr. Matlock serves as an assisting priest at St. Andrew's Anglican Church. He is married to Robin, and they have one daughter, Madeline, and two sons, Raleigh and Isaac.

COURSE DESCRIPTION

This first course set for the Missional Leadership in the Sacramental Tradition D.Min. cohort explores the three-stream context for personal and congregational formation. Evangelical, Spirit-filled, and sacramental in nature, the course empowers leaders of existing congregations in need of revitalization and church planters.

PROGRAM LEARNING OUTCOMES (PLOs)

By the time students complete the D.Min Program, they will have an accomplished or exceptional ability to:

1. Revisit foundations for sustainable ministry.
 - Being immersed in explicit Wesleyan practices of community-based formation around the priorities of Scripture, reason, tradition and experience, participants will discover transformational habits for sustainable ministry lifestyles.
2. Foster ministry leadership vision, ethic and practice relevant to their ministry context and world.
 - By deeply engaging in analysis of one significant theme from their unique ministry context, participants establish a trajectory for life-long contribution.
3. Appreciate transformational demands within contemporary ministry organizational contexts such as congregations, non-profits and marketplace engagements through various analytic means of biblical, theological, social and cultural exegesis.
 - Participants must add to their biblical and theological exegesis, cultural- situational exegesis that informs ministry leadership practice on a daily basis.

STUDENT LEARNING OUTCOMES (SLOs)

By the end of DM(MLC)915A, students will have a *developing* ability to:

1. Identify dynamics of both personal and community formation processes. (PLO #1)
2. Develop a plan for personal formation consistent with the 3-stream context: evangelical, Spirit-filled, and sacramental. (PLOs #2 and #3)
3. Integrate biblical foundations, theory and experience for a theology of sacramental tradition for ministry. (PLO #1)

TEXTBOOKS & RESOURCES

Required Reading

Bevins, Winfield. *Ever Ancient Ever New: The Allure of Liturgy for a New Generation*. Zondervan, 2019. (208 pages)

\$10.95 Paperback, ISBN: 9780310566137

\$9.99 Kindle, ASIN: B07DT4NYW9

Cron, Ian Morgan and Suzanne Stabile. *The Road Back to You: An Enneagram Journey to Self-Discovery*. IVP Books, 2016. (240 pages)

\$14.40 Hardback, ISBN: 978-0830846191

\$13.49 Kindle, ASIN: B01CNZG896

Dawn, Marva. *Keeping the Sabbath Wholly: Ceasing, Resting, Embracing, Feasting*. Eerdmans, 1989. (217 pages)

\$19.77 Paperback, ISBN: 978-0802804570

\$9.99 Kindle, ASIN: B001QPHNSA

Dawn, Marva. *The Sense of the Call: A Sabbath Way of Life for Those Who Serve God, the Church, and the World*. Eerdmans, 2006. (327 pages)

\$13.32 Paperback, ISBN: 978-0802844590

\$9.99 Kindle, ASIN: B0029ZBH4W

Felker Jones, Beth. *Practicing Christian Doctrine: An Introduction to Thinking and Living Theologically*. Baker Academic, 2014. (256 pages)

\$14.63 Paperback, ISBN: 978-0801049330

\$13.90 Kindle, ASIN: B00J7R5MWI

Hudson, Trevor. *One Day at a Time: Discovering the Freedom of 12-Step Spirituality*. Upper Room Books, 2007. (160 pages)

\$5.99 Paperback, ISBN: 978-0835899130

\$5.99 Kindle, ASIN: B005OE9TPE

Hunter, Todd. *Giving Church Another Chance: Finding New Meaning in Spiritual Practices*. IVP Books, 2010. (190 pages)

\$8.50 Hardback, ISBN: 978-0830837489

\$9.99 Kindle, ASIN: B003980OOC

Scazzero, Peter. *Emotionally Healthy Spirituality: It's Impossible to Be Spiritually Mature, While Remaining Emotionally Immature*. Zondervan, 2017. (240 pages)

\$15.72 Paperback, ISBN: 978-0310348498

\$9.99 Kindle, ASIN: B01HAKH3IE

Willard, Dallas. *The Divine Conspiracy: Rediscovering Our Hidden Life in God*. HarperOne, 2009. (482 pages)

\$14.47 Paperback, ISBN: 978-0007596546

\$9.99 Kindle, ASIN: B001RS8KRO

Total pages: **2,320**

Suggested Reading (Optional)

(none)

ASSIGNMENTS

To successfully complete this class, students must satisfactorily complete and submit all assignments on time and actively participate and contribute to the learning community.

1. Online and In-Class Participation (25 points)

Due Date: June 1 – August 21, 2020

Points/Percentage: 25

Learning Outcome: 3

You will use your Legacy Groups for an online Enneagram discussion in June. Participating according to the specific directions in your academic classroom – 10 points.

Residency is a time for rich exchange of ideas, practices, and experiences in class. Your active engagement July 20-24 – 15 points.

2. Personal Formation Paper (35 points)

Due Date: June 19, 2020

Points/Percentage: 35

Learning Outcome: 2

Write a 7 to 8-page reflection paper (double-spaced, 12-point font) on *The Road Back to You* addressing the following prompts:

1. Using excerpts from the book, describe your Enneagram Type (with or without a wing number), focusing on how your primary motive influences your ministry leadership. (5 points)
2. In what ways do you see your type as a strength for the kind of ministry you lead? Give at least 2 specific examples. (5 points)
3. Talk with someone close to you about your core emotion (shame, fear, anger) and your deadly sin as defined in *The Road Back to You*. Where could they identify these at work in a particular instance of leadership or home life? (5 points)
4. Continue the conversation with this trusted person and identify two steps you will take to move toward your virtue and away from sin. (10 points)
5. Identify one biblical character and 1-2 scripture passages that offer you wisdom and encouragement on this journey toward health. Explain why you chose the person and verses. (10 points)

A more specific rubric is uploaded to your cohort and academic classrooms.

3. Community Formation Paper (40 points)

Due Date: July 6, 2020

Points/Percentage: 40

Learning Outcome: 1

Read all texts with the following questions in mind:

1. What are the primary purposes of this text (as identified by the author[s])? (5 points)
2. What connections does the author make between personal and community formation? (10 points)
3. What do you think is the text's unique contribution to the field of community spiritual formation? (10 points)
4. Upon whom does the author rely for their main support, key definitions, and examples? (You'll have to read footnotes and bibliographies – welcome to doctoral-level reading!) (5 points)
5. Finally, what common themes did you discover in your reading? Give examples using MLA documentation (10 points)

Write a 10-page paper organized by the questions listed above. You will answer question 1 for all texts (excluding Crohn/Stabile); then question #2 for all texts, etc. Make sure you use MLA documentation when you refer to or quote from your reading. A more specific rubric will be uploaded to your cohort and academic online classrooms.

Pre-Residency

Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #1: Online and In-Class Class Participation	#3	7-8 page reflection paper (double-spaced, 12-point Times New Roman font)	25% Due Date: 6/1- 8/21/2020. Upload to online classroom.	Faculty
Assignment #2: Personal Formation Paper	#2	10-page paper (double-spaced, 12-point Times New Roman font)	35% Due Date: 6/19/2020. Upload to online classroom.	Faculty
Assignment #3: Community Formation Paper	#1	See instructions in online classroom.	40% Due Date: 7/6/2020. Upload to online classroom.	Faculty

ADDITIONAL ASSIGNMENT GUIDELINES

See next pages.

Student Learning Outcomes	Method of Assessment	Exemplary=4	Accomplished=3	Developing=2	Beginning=1	Evaluator
SLO #1: Identify dynamics of both personal and community formation processes.	Community Formation Paper	<i>Identifies, at an exemplary level, dynamics of both personal and community formation processes.</i>	<i>Identifies, at an accomplished level, dynamics of both personal and community formation processes.</i>	<i>Identifies, at a developing level, dynamics of both personal and community formation processes.</i>	<i>Identifies, at a beginning level, dynamics of both personal and community formation processes.</i>	Faculty
SLO #2: Develop a plan for personal formation consistent with the 3-stream context: evangelical, Spirit-filled, and sacramental.	Personal Formation paper	<i>Develops, at an exemplary level, a plan for personal formation consistent with the 3-stream context: evangelical, Spirit-filled, and sacramental.</i>	<i>Develops, at an accomplished level, a plan for personal formation consistent with the 3-stream context: evangelical, Spirit-filled, and sacramental.</i>	<i>Develops, at a developing level, a plan for personal formation consistent with the 3-stream context: evangelical, Spirit-filled, and sacramental.</i>	<i>Develops, at a beginning level, a plan for personal formation consistent with the 3-stream context: evangelical, Spirit-filled, and sacramental.</i>	Faculty
SLO #3: Integrate biblical foundations, theory and experience for a theology of sacramental tradition for ministry.	Online and In-Class Participation	<i>Integrates, at an exemplary level, biblical foundations, theory and experience for a theology of sacramental tradition for ministry.</i>	<i>Integrates, at an accomplished level, biblical foundations, theory and experience for a theology of sacramental tradition for ministry.</i>	<i>Integrates, at a developing level, biblical foundations, theory and experience for a theology of sacramental tradition for ministry.</i>	<i>Integrates, at a beginning level, biblical foundations, theory and experience for a theology of sacramental tradition for ministry.</i>	Faculty

Late Assignments: Any assignment submitted after the due date and time will be reduced one numerical point for every day late. For example, two days late would reduce the grade from a 90 to an 88, unless the student talks to the professor ahead of time and

receives permission to turn in the assignment late, based upon a legitimate excuse (such as illness).

Incomplete Work: “A grade of ‘I’ denotes that course work has not been completed *due to an unavoidable emergency*. Delinquency or attending to church work or other employment (i.e. being too busy) does *not* constitute an unavoidable emergency. Without an approved ‘I,’ a letter grade will be recorded based on grades received for completed work and an ‘F’ grade assigned to incomplete work” (ATS 2015-16 Student Handbook, page 67).

Format of Papers: Students must use MLA academic style for completing papers; this is also the required style for your dissertation.

GRADING

Assignment	Weight/Point Value
Online and In-Class Participation	25
Personal Formation Paper	35
Community Formation Paper	40
	Total: 100

Grading Scale

Letter	Lowest	Highest
A	95.00%	100.00%
A-	90.00%	94.99%
B+	87.00%	89.99%
B	84.00%	86.99%
B-	80.00%	83.99%
C+	77.00%	79.99%
C	74.00%	76.99%
C-	70.00%	73.99%
D+	67.00%	69.99%
D	64.00%	66.99%

D-	60.00%	63.99%
F	0.00%	59.99%

The unit of credit is a semester hour, which is defined as one hour of classroom work per week for one semester, or its equivalent. The 4.00 point system is used to compute grade point standing. The grading system is:

GRADE	EVALUATION CRITERIA
A	Exceptional work: surpassing outstanding achievement of course objectives
B	Good, accomplished work: strong, significant achievement of course objectives
C	Acceptable work: basic, essential achievement of course objectives, developing potential
D	Marginal work: inadequate, minimal, beginning achievement of course objectives
F	Unacceptable work: failure to achieve course objectives

Note: For the Doctor of Ministry Program, 80% or above is required to meet the program standard.

CANVAS (LEARNING MANAGEMENT SYSTEM)

Canvas is the new learning management system that Asbury is in the process of transitioning to for seminary classes. To access Canvas for the fall semester, log into <http://connect.asburyseminary.edu> and click on the **Online Courses** tab (upper right corner) to access each course you are enrolled in. In the gray Navigation block on the left, click on **My courses** and then the desired course. You will see a link that will direct you to the Canvas website. Once you have logged in, it is recommended that you bookmark this page for easy access. The courses that you are enrolled in should appear as “course cards” on this page. You may navigate to your desired course here.

Information is arranged on the Canvas homepage as follows:

1. A banner introducing your course and instructor
2. **Course Related:**
 - a. **Announcements** – class news and information
 - b. **Course Questions** – students can post questions about the course and even answer each other
 - c. **Student help link** for navigating Canvas
 - d. **Prayer forum**– a forum where students can post prayer concerns and a great way to build community

- e. **Office Hours** – your instructor’s scheduled office hours availability (please note that this may vary based on your instructor)
 - f. **Request a Conference** – additional information about your instructor’s conferencing availability
3. **Course Syllabus**
 4. A reminder to access your course materials through the Modules section
 5. Any further information and/or resources about the course from your instructor

In the Modules section, you will see the course materials labeled either by topics or weeks, depending upon the course organization. Assignment information, group discussion forums, and links to documents and class resources are located within the modules.

COURSE EVALUATIONS

Course evaluations are a vital part of Asbury Seminary’s efforts to achieve excellence in the classroom. At the end of the semester, you will receive an email with information and directions for completing course evaluations. Your responses are completely anonymous, and your participation is greatly appreciated. If you have questions or encounter problems accessing the evaluations, contact the Help Desk at helpdesk@asburyseminary.edu or by phone at 859.858.2100 or toll-free at 800.2ASBURY.

TECHNOLOGY REQUIREMENTS & SUPPORT

To take an online or hybrid class, you should be comfortable using e-mail, web browsers, word-processing software and be able to download files and create attachments. You will need the following in order to participate online:

- A computer with Windows 7 or MAC OS 10.6 or above
- An account with or regular access to an internet service provider (ISP)
- Reliable, high-speed internet (recommended)
- Word processing software
- A webcam (built-in or external) for video conferences, as needed
- A headset with microphone (preferable)

Contact the Help Desk for technical assistance accessing the online class, using electronic resources, or with other technical issues related to Asbury Seminary coursework.

- Email: helpdesk@asburyseminary.edu
- Phone: 859.858.2100 or 800.2ASBURY (toll free)

LIBRARY RESOURCES

Library resources, research support, and library loan are available via:

- Website: asbury.to/library
- Email: helpdesk@asburyseminary.edu
- Phone: 859.858.2100 or 800.2ASBURY (toll free)

Materials Requests

Use the links on the library website to search the library catalog for available materials. Students on the Kentucky or Florida campuses can use their student ID cards to check out materials in person. Books can be returned or mailed to the library at either the Kentucky or Florida campus.

Students may request books, photocopies, or emailed attachments of journal articles or portions of reference books from the library. Allow 3-10 business days for requests to be filled. Contact the library for costs and instructions on how to make requests, or view the online tutorial at guides.asburyseminary.edu/libraryloan.

Online Resources

- *Asbury Scholar* – Find library books, ebooks, journal articles, and other media at asbury.to/library.
- *Databases* – Access links to online resources including the library catalog, online journal databases, encyclopedias, and more at guides.asburyseminary.edu/az.php.

Research Assistance

Students should contact Research Services in the library for research assistance. Help is available for general research questions, including how to find course materials online or navigate library resources. Training for supported Bible software or bibliographic management software is also available. Appointments can be made via:

- Website: asbury.to/library
- Email: helpdesk@asburyseminary.edu
- Phone: 859.858.2100 or 800.2ASBURY (toll free)

The Writing Center

- The goal of the Writing Center is to help students improve their graduate-level writing. Assistance is available both online and on the Kentucky campus to help with various aspects of the writing process, including structure and organization, grammar, punctuation, and citation formatting. Appointments can be made by contacting the library via:
 - Website: asbury.to/library
 - Email: helpdesk@asburyseminary.edu
 - Phone: 859.858.2100 or 800.2ASBURY (toll free)
- Students can sign up for 30-minute sessions on the library website at asbury.to/library.

POLICIES

Each student is responsible for being familiar with seminary policies. Asbury Seminary reserves the right to change policies when necessary. Below are brief descriptions of a few seminary policies. For more detailed information regarding school policies, please refer to the ATS Student Handbook at asburyseminary.edu/students/student-services/student-handbook/

Attendance/Participation

To progress satisfactorily and achieve learning outcomes in this class, students must meet the course requirements. D.Min. students are required to attend all classes during each residency.

Disability Accommodations

Asbury Theological Seminary provides reasonable accommodation on an individualized basis for qualified students with disabilities. Students are required to provide documentation of a disability prior to receiving classroom accommodations. Since accommodations may require early planning before or at the start of the term and are generally not provided retroactively, students need to contact an Accommodations Officer as soon as possible. If you are a student with a disability and believe you require reasonable accommodations in this class, you will need to make an appointment with an Accommodations Officer in the Office of the Registrar on the Kentucky campus or in the Enrollment Management Office on the Florida campus. Students attending the Tennessee site should contact the Kentucky Registrar.

Academic Integrity

Academic integrity is expected of every student. Plagiarism, that is, “presenting ... another’s ideas or writings as one’s own,” is considered a serious violation of integrity and is unacceptable. Detailed information, including the penalty for plagiarizing, is in the Student Handbook. For additional information about plagiarism, go to plagiarism.org

In this course we may utilize Unicheck, an automated system that compares students’ assignments with websites as well as a database of previously submitted student work. After the assignment is processed, instructors receive a report from unicheck.com that states if and how another person’s work was used in the assignment. For more information, see www.unicheck.com. If you have questions about academic honesty, please contact the library at helpdesk@asburyseminary.edu.

Copyright Information

The copyright law of the United States (title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

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