

Asbury Theological Seminary Syllabus



DM(SDL)916B, X1: Seminar II – Formational Tradition of Community Spiritual Direction

2 Credit Hours

Wilmore, Kentucky/Hybrid

Online: February 8 – May 21, 2021

On-site Residency: January 18 – 22, 2021

PROFESSOR INFORMATION

Professors: Michael Voigts and Stephen Martyn

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Welcome to Formational Tradition of Community Spiritual Direction! The information below provides an introduction to your teaching team.

Rev. Michael C. Voigts, Ph.D. Dr. Voigts serves as an Associate Professor of Spiritual Formation at Asbury Seminary. Before coming to Asbury, he spent more than 25 years in pastoral ministry in Texas and Kentucky. His academic areas of expertise include Medieval Christian spirituality, Christian spiritual direction, and pastoral leadership. Mike is the author of *Letters of Ascent: Spiritual Direction in the Letters of Bernard of Clairvaux* (Wipf & Stock, 2013), as well as several academic and pastoral articles.

Mike received a B.A. from Baylor University, an M.Div. and D.Min. from Asbury Theological Seminary, and a Ph.D. from Brunel University in London, England. Mike is a member of the Lay Cistercians of Gethsemani Abbey, where he is involved in the formation of new members and in the leadership of monthly meetings.

Mike and his wife Sheryl have two grown children and a rambunctious Yorkshire Terrier named Gracie. He is an avid sports fan and reads the Lord of the Rings each January.

Rev. Stephen L. Martyn, Ph.D. Dr. Martyn is Associate Professor of Spiritual Formation at Asbury Theological Seminary in Wilmore, Kentucky in the United States and an Elder in the Kentucky Annual Conference of the United Methodist Church. Prior to coming to Asbury Seminary in 2004, Steve served pastorates in Northwest Texas, Pennsylvania, New Mexico and Kentucky. He also served for two years as the first Director of Spiritual Formation for the Kentucky Annual Conference of the United Methodist Church.

Steve was born in Midland, Texas and raised in Quanah, Texas. He is a graduate of McMurry University, Asbury Theological Seminary, and received his Ph.D. in Spiritual Formation from Duquesne University in Pittsburgh, Pennsylvania.

In addition to his extensive leadership within four different Annual Conferences of the United Methodist Church, Steve has served in a multiplicity of settings in the United States and abroad through conferencing, teaching, writing and preaching in the areas of lay and clergy spiritual formation.

Steve is committed to reclaiming classic ecclesiology along with Wesleyan theology and spiritual formation processes for the worldwide church today. He is married to Diane Moore, and together they are blessed with three wonderful children and their spouses along with nine grandchildren. Steve is an avid outdoorsman.

COURSE DESCRIPTION

Because we serve Christ on the foundation laid by trusted, faithful, and Spirit-led disciples of the past, this course introduces students to the rich tradition of Christian spiritual direction. The readings, discussions, and assignments offer students the opportunity to integrate this rich material into their personal and collective lives. This course continues practical instruction in the dynamics of community spiritual direction and the Ministry Action Processes.

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(SDL)916B, students will have an *accomplished to exceptional* ability to:

1. Appreciate the rich historical Christian tradition of community spiritual direction. (PLO #1)
2. Integrate the wisdom of the Christian tradition into their daily formation. (PLO #2)
3. Apply the wisdom of the Christian tradition and their own consonant formation in Christ to those they are called to direct into the life of Christian maturity. (PLO #3)

TEXTBOOKS & RESOURCES

Required Reading

Aelred of Rievaulx, *For Your Own People (Pastoral Prayer)*, Trans. Mark DelCogliano, (Kalamazoo: Cistercian Publications, 2008). 88 pp. ISBN: 978-0-87907-273-5. \$11.46. (NOTE: Each of your SDL courses includes one classic text. For this course, we've chosen this beautiful medieval prayer from a pastoral/spiritual director in 12th Century England.)

Bernard of Clairvaux, *Five Books on Consideration: Advice to a Pope*, (Cistercian, 1976). 230 pp. ISBN: 978-0879077372. \$24.95.

Carta Caritatis (English Version). 13pp. (Located in your online, cohort classroom).

Dorotheus of Gaza, *Discourses and Sayings*, Trans. Eric Wheeler (Cistercian Publications, 1977). 259 pp. ISBN: 978-0879079338. \$29.95.

Hippolytus of Rome, *On the Apostolic Tradition*, Trans. Alistair Stewart-Sykes, (St. Vladimirs Seminary Press, 2015). 278 pp. ISBN: 978-0881415209. \$20.57.

Kreider, Alan, *The Patient Ferment of the Early Church: The Improbable Rise of Christianity in the Roman Empire*, (Baker Academic, 2016). 336 pp. ISBN: 978-0801048494. \$18.35.

Muto, Susan and Adrian Van Kaam, *Epiphany Manual on The Art and Discipline of Formation-in-Common*. Pittsburgh: The Epiphany Association, 1998. 114 pp. ISBN-13: 978-1880982099. \$37.51.

(NOTE: Before purchasing, check online; you may be able to download this book for no charge.)

RB 1980: The Rule of St. Benedict in English, (Liturgical Press, 1981). 96 pp. ISBN: 978-0814612729. \$2.95.

Reed, Angela, Richard R. Osmer, and Marcus G. Smucker, *Spiritual Companionship: A Guide to Protestant Theology and Practice*. Grand Rapids: Baker Academic, 2015. 208 pp. ISBN: 978-0-8010-4989-7. \$14.38.

Spener, Jacob, *Pia Desideria*, Trans. Theodore G. Tappert, (Fortress Press, 1964). 136 pp. ISBN: 978-0800619534. \$14.44.

Vest, Norvene, *Gathered in the Word: Praying the Scripture in Small Groups*. Nashville: Upper Room Books, 1996. 128 pp. ISBN: 0-8358-0806-8. \$8.52.

PLUS: Select one text on spiritual direction that you would like to study. NOTE: You will complete a 3-page book review on this text and share it with the cohort. ***Your text must be approved by the professors.***

Total pages: 1,886 (plus selected text on spiritual direction)

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. **Spiritual Direction Text Book Review (20 points)**

Due Date: ???
 Points/Percentage: 20
 Learning Outcomes: 1, 2

Complete requirements as outlined in the syllabus and in your online classroom.

2. **Class Participation (20 points)**

Due Date: ???
 Points/Percentage: 20
 Learning Outcome: 1, 2, 3

Active participation in class lectures, discussions, and in any small group experiences.

3. **Dissertation Chapter 2, Full Draft (60 points)**

Due Date: ???
 Points/Percentage: 60
 Learning Outcome: 1, 2, 3

For constructing Chapter 2 of your dissertation, please see the directions at:
<https://online.asburyseminary.edu/mod/page/view.php?id=262628>.

See the “Additional Assignment Guidelines” section of this syllabus for a grading rubric.

Post-Residency				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #1: Spiritual Direction Text Book Review	#1, 2	???	20% Due Date: ???	Faculty
Assignment #2: Class Participation	#1, 2, 3	Professor observation.	20% Due Date: ???	Faculty
Assignment #3: Dissertation Chapter 2, Full Draft	#1, 2, 3	See instructions here .	60% Due Date: ???	Faculty

ADDITIONAL ASSIGNMENT GUIDELINES

Assignment #3: Dissertation Chapter 2, Full Draft – Grading Rubric

CHAPTER 2

Section	Developing	Progressing	Approved
Overall Literature Review Structure and Flow (Note: This references the entire literature review.)	<ul style="list-style-type: none"> The overall literature review partially aligns the purpose and problem and is a collection of research presented mostly as short summaries with little connection between ideas. 	<ul style="list-style-type: none"> The overall literature review aligns to the purpose, problem, and project and identifies research themes to support the project. Cited research has some breadth and depth supporting the themes and building on the research of experts in the field specialization of the project. 	<ul style="list-style-type: none"> The overall literature review aligned to the purpose and problem, supported the research methodology, and included a strong and intentional thematic structure (noted by headings and subheadings) that flows from a macro-to micro-perspective focus to support the project. Cited research has well-aligned breadth and depth supporting the thematic structure using primary as well as secondary sources with known experts in the field specialization of the project.
Overall Literature Review Analysis (Note: This references the entire literature review.)	<ul style="list-style-type: none"> The literature review is a collection of research information aligned to the project. 	<ul style="list-style-type: none"> The literature review provides a beginning analysis of the research, citing single viewpoints to support the project’s purpose, and using limited research sources to support the emerging themes for the project. 	<ul style="list-style-type: none"> The literature review provided an extensive analysis of the research, citing varied viewpoints and using multiple sources of research to support the specific thematic structure of the project.
Overview of the	<ul style="list-style-type: none"> Attempts 1-2 paragraphs previewing several 	<ul style="list-style-type: none"> Includes 1-2 paragraphs that are clear and logical 	<ul style="list-style-type: none"> Provided 1-2 logical paragraphs including

Chapter	<p>sections of Ch. 2 supporting the research topic</p> <ul style="list-style-type: none"> Continues to type in the template 	<p>aligning the purpose of the project to the preview of Ch. 2 research topics.</p>	<p>the consistent alignment of the problem, purpose, and research methodology with a preview of Ch. 2 thematic topics.</p>
Biblical Foundations	<ul style="list-style-type: none"> Provides beginning biblical support with some themes that relate to the project. Little evidence of outside sources for support. 	<ul style="list-style-type: none"> Provides biblical support touching on themes, but needs development of ideas and themes. 	<ul style="list-style-type: none"> Provided a strong foundation of biblical support with appropriate breadth and depth organized by themes (use of subheadings) and well aligned to the project.
Theological Foundations	<ul style="list-style-type: none"> Provides beginning theological support with limited structure related to the project. Little evidence of outside sources for support. 	<ul style="list-style-type: none"> Provides a foundation of theological concept(s) that relate to the project. Need development of ideas and themes. 	<ul style="list-style-type: none"> Provided a strong foundation of theological concept(s) with appropriate breadth and depth (use of subheadings) and well aligned to the project.
Research Analysis Use of Thematic Structure	<ul style="list-style-type: none"> Provides research support citing different authors related to the project. Lists viewpoints to support the project. Includes authors in the field of specialization. Refer to the Literature Review Flow and Structure and Analysis Sections of the rubric. Quotes are not often integrated well into paragraphs or connected clearly to them and project. 	<ul style="list-style-type: none"> Provides research support through a series of documentation supporting some themes related to the project. Provides viewpoints in the analysis with some depth, breadth, and “expert knowledge.” Includes some “known” experts in the field of specialization. Refer to the Literature Review Flow and Structure and Analysis Sections of the rubric. 	<ul style="list-style-type: none"> Identified the necessary research framework to support the project. Provided an extensive analysis of the literature supporting each major concept as noted by the thematic structure (noted with headings and subheadings) of the review. Provided balanced viewpoints in the analysis with appropriate breadth, depth and representation of “expert knowledge.” Included “known” experts in the field of specialization. Refer to the

			Literature Review Flow and Structure and Analysis Sections of the rubric.
Literature Support for the Research Design	<ul style="list-style-type: none"> • Presents information on some of the selected research design citing 1-2 references. (Note: Sensing may be one of the references.) 	<ul style="list-style-type: none"> • Provides rationale of one page citing a minimum of 3 references to support the selected research design for the project. (Note: Sensing may be one of the three references.) • All the project's research methods are addressed. 	<ul style="list-style-type: none"> • Provided a well-supported rationale of one page citing a minimum of 3 references related to the appropriateness of the selected research design for the project. (Note: Sensing may be one of the three references.)
Summary of the Literature Review	<ul style="list-style-type: none"> • Selects information to support this specific research project. 	<ul style="list-style-type: none"> • Selects the themes and concepts to support this specific research project. 	<ul style="list-style-type: none"> • Selected the most relevant themes and concepts to support this specific research project. • Provided a context for the methodology, anticipated results, and analysis of findings. • The summary transitions to Ch. 3.
Writing Style (Note: The literature review usually ranges from 50-75 pages.)	<ul style="list-style-type: none"> • Cites some references • Types in the template. 	<ul style="list-style-type: none"> • Writes in past tense about project; present tense about chapter; uses headings with references cited. 	<ul style="list-style-type: none"> • Writes in past tense about project; present tense about chapter; uses headings to support a thematic structure and analysis with all references cited properly according to MLA.

Student Learning Outcomes	Method of Assessment	Exemplary=4	Accomplished=3	Developing=2	Beginning=1	Evaluator
SLO #1: Appreciate the rich historical Christian tradition of community spiritual direction.	Dissertation Chapter 2, Full Draft	<i>Appreciates, at an exemplary level, the rich historical Christian tradition of community spiritual direction.</i>	<i>Appreciates, at accomplished level, the rich historical Christian tradition of community spiritual direction.</i>	<i>Appreciates, at a developing level, the rich historical Christian tradition of community spiritual direction.</i>	<i>Appreciates, at a beginning level, the rich historical Christian tradition of community spiritual direction.</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
Spiritual Direction Text Book Review	20
Course Participation	20
Dissertation Chapter 2, Full Draft	60
	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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