



CM 600 Spiritual Formation for Ministry Fall 2024

Professor: Richard Hovey
Email: rhovey@briercrest.ca
Phone: 1-506-754-6491
Course Dates: September 4 to December 18, 2024
Course Delivery Method: Online

3 Credit Hours

COURSE DESCRIPTION

An exploration of the theology of Christian life and spiritual formation through attention to the biblical theme of union with Christ. Students will also examine the formation of Christian character, as well as the rationale for and practice of spiritual disciplines.

COURSE INTEGRATION

Spiritual formation is an integral element of Christianity, as seen in the biblical text and subsequent theology. This course will provide the student with a biblical and theological foundation for understanding Christian spiritual formation as well as introducing the student to practices and disciplines that have been used by the Church for personal formation into Christlikeness. Lastly, the student will be challenged with the importance of spiritual formation as integral for a life of effective ministry as well.

COURSE TEXTS

Allender, Dan B. Sabbath. *The Ancient Practices Series*. Nashville, TN: Thomas Nelson, 2009.

Brueggemann, Walter. *Peace*. Understanding Biblical Themes. St. Louis, MI: Chalice Press, 2001.

Greenman, Jeffrey P. and George Kalantzis, eds. *Life in the Spirit: Spiritual Formation in Theological Perspective*. Downers Grove, IL: IVP Academic, 2010.

Hollinger, Dennis P. *Head, Heart & Hands: bringing together Christian thought, passion and action*. Downers Grove, IL: IVP Books, 2005.

Smith, James K. A. *You are What you Love: the spiritual power of habit*. Grand Rapids, MI: Brazos Press, 2016.

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>) and their myBriercrest.ca email account.

COURSE OUTCOMES

- Provide an overview of the biblical and theological understanding of Christian spiritual formation
- Provide an overview of spiritual practices and disciplines, noting their context and development in the history of the Church
- Enable students to reflect upon, further understand and experience the varied ways they can encounter God in daily life, both individually and communally
- Have each student write his or her rule of life which will foster a disciplined life of relationship with God
- Have students recognize their ministry as the continued ministry of Christ
- Enable students to approach ministry with a sensitivity to the Holy Spirit, ministering out of a personal experience of a life lived with God which they are then able to lead others into as well
- Encourage students in ministering with their heart as well as their mind, continuing the compassionate ministry of Christ to those they encounter
- Enrich the students' experience of ministry as a truly spiritual exercise

COURSE OUTLINE AND CONTENT

NOTE: There will be a 9-week intensive period that includes live online lectures, discussion and online written engagement around course material; week 9 will include instruction for your student presentations. This will be followed by a 1-week period for post-course assignment instructions and questions, during which time the online interaction will continue. The last 2 weeks will be for online student presentations. **These live online interactions will be via Zoom on Mondays from 6pm-9pm SK time.**

Week and Topic	Readings	Exercise/Assignments
Pre-course	<i>You are What you Love</i> – Smith	Book Review and Reflection
COURSE		
September 8-14 Live Online (Sept 9) An Introduction to Christian Spirituality as Restorative Ministry	<i>Life in the Spirit</i> , Part 1	Write a reflection paper on one of the articles in <i>Life in the Spirit</i> Part 1 and a response to one other student's reflection paper.
September 15-21 Live Online (Sept 16) Historical Reflections	<i>Life in the Spirit</i> , Part 2	Write a reflection paper on one of the articles in <i>Life in the Spirit</i> Part 2.
September 22-28 Live Online (Sept 23) Restoring: Part 1 - The Centrality of Shema	"Back to Basics" - Krouse "The Claim of the Shema" - Janzen	Write a reflection paper on one of the articles noted under readings; these are available on Canvas.

	"The Shema and Early Christianity" - Tan	
Sept 29 - Oct 5 Live Online (Sept 30) Reasoning: Disciplines for Understanding	<i>Life in the Spirit</i> , Part 3	Write a reflection paper on one of the articles in <i>Life in the Spirit</i> , Part 3 and a response to one other student's reflection paper.
October 6-12 Live Online (Oct 7) Restoring: Part 2 - Sabbath Lifestyle	<i>Sabbath</i> , Chapters 1-5	Write a reflection paper on one of the chapters (1-5) in <i>Sabbath</i> (Allender).
October 13-19	Thanksgiving	Thanksgiving
October 20-26 Live Online (Oct 21) Reflecting: Disciplines for Personal Application	<i>Sabbath</i> , Chapters 6-11	Write a reflection paper on one of the chapters in <i>Sabbath</i> (6-11) and a response to one other student's reflection paper.
Oct 27 - Nov 2 Live Online (Oct 28) Restoring: Part 3 - Ministry of Shalom	<i>Peace</i> , Parts 1-3	Write a reflection paper on one of the chapters in <i>Peace</i> Parts 1-3.
November 3-9 Live Online (Nov 4) Relating: Disciplines for Life in Community	<i>Peace</i> , Parts 4-5	Write a reflection paper on one of the chapters from <i>Peace</i> Parts 4-5 and a response to one other student's reflection paper.
November 10-16 Live Online (Nov 11) Restorative Christian Ministry Overview		
November 17-23 Live Online (Nov 18) Writing a Rule of Life	<i>Rule of Life Instructions</i> (Canvas) Suggested Resources: <i>Crafting A Rule of Life</i> <i>God in my Everything</i> <i>The Life You've Always Wanted</i>	Rule of Life (due Jan 15, 2025)
November 24-30 Live Online (Nov 25) Student Presentations	<i>Head, Heart, Hands</i> - Hollinger	Student Presentations
December 1-7 Live Online (Dec 2) Student Presentations	<i>Head, Heart, Hands</i> - Hollinger	Student Presentations

ASSIGNMENTS

Please submit all written assignments to Canvas.

Pre-Course Assignment (due by September 8, 2024):

Book Review (20%) Upon reading Smith's *You Are What You Love*, write a four page (1000 word) review in which you note the author's purpose and argument, strengths and weaknesses, and overall usefulness of the book for understanding spiritual formation. Following the review, write a personal two-page (500 word) reflection on areas in your own life and ministry which you feel the book speaks to. In total this assignment is to be six pages (1500 words).

Mid-Course Assignments:

Reflection Posts and Responses (25%) During the first eight weeks of this course, you will be writing reflections in which you express your personal thoughts and interactions on the weekly readings indicated in the Course Outline above. These reflections will be posted online (via Canvas) and are to be limited to 250 words. Secondly, you are to write a short response (between 100-200 words) interacting with the reflections of four other students by the end of the eight weeks (as noted in the Course Outline).

Student Presentations (20%) In week 11 and 12 there will be student presentations, with each student reflecting upon the thesis of Hollinger's book *Head, Heart & Hands*, as well as the broader concept of restorative Christian ministry as taught in this course, with application to your specific ministry context. Your presentation is not to be a review of Hollinger's book nor a reiteration of main themes of this course; rather, you are to focus on the application of this material to your ministry context. Each student will have approximately 10 minutes to present, allowing a few moments for response following their presentation. In addition to the presentation, each student is to submit a written paper based on their presentation; this paper is to be 4 pages (1000 words).

Post-Course Assignment (due by January 15, 2025):

Rule of Life (35%)

- Recommended resources in writing your Rule of Life:
 - *Crafting a Rule of Life* by Stephen Macchia. See his website at: <https://ruleoflife.com>.
 - *God in My Everything* by Ken Shigematsu
 - *The Life You've Always Wanted* by John Ortberg
- When it comes to writing your Rule of Life, an article from the C. S. Lewis Institute entitled "Personal Rule of Life Instructions" is extremely insightful in articulating how to go about this and what should be included. This article will be made available on Canvas.

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar: <https://www.briercrestseminary.ca/academics/calendar/>.

Attendance Policy

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

Modular Courses

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Online Courses

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Semester-Based Courses

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

Course Schedules

Modular classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

As members of the Briercrest learning community, students have a responsibility to conduct themselves with integrity and honour. Students who cheat on exams, plagiarize, inappropriately collaborate, or use generative AI without instructor authorization violate the trust placed in them by their instructors, fellow students, and the seminary. Any such actions constitute a breach of

academic honesty and will result in serious consequences, such as failure of an assignment, failure of a course, or expulsion from the seminary.

Plagiarism, whether intentional or involuntary, is the submission of the work of others, published or unpublished, in whole or in part without acknowledgment or proper documentation. All information, ideas and/or direct quotations taken from other primary or secondary sources must be documented appropriately.

Generative AI is an umbrella term for a type of machine learning and a group of algorithms that can create new content, such as text, code, images, videos, music, or a combination of all these formats. Generative AI produces output in response to a query or prompt using generative models such as Large Language Models (LLMs) that rely on large datasets. Generative AI features are also often embedded within tools such as Grammarly, allowing these tools to generate new content, such as the rewriting, paraphrasing, or summarizing of existing text. The generated responses of these tools are probabilistic, which can result in errors and biases in responses.

The use of generative AI to create audio or visual media, to produce outlines, to generate partial or complete drafts of assignments, to answer questions on quizzes or exams, or to edit the grammar of assignment drafts is considered unauthorized unless it is explicitly permitted by the course instructor in writing. All use of generative AI tools must be properly documented.

Students are responsible for ensuring they are using their sources and completing their assignments with transparency and honesty. For more details, consult the [Seminary Calendar](#) and the Briercrest Format Guide. In addition to being familiar with these pages, instructors assume that you have completed the Briercrest Academic Integrity course on [Canvas](#) and understand the information contained in it.

Academic Accommodations

Any student with a disability, injury, or health condition (mental or physical) who may need academic accommodations (permanent or temporary) should contact the ARC Coordinator in person (L234 in the Library), by phone (1-306-801-6159), or by email (arc@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.). It is recommended that students meet with their professors to discuss the requirements of their accommodations (i.e., how the student will receive lecture notes, or how the professor wants to receive extension requests).

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