Required Texts:
Tetlow, Joseph A., S.J. *Lightworks* in the larger work, *Choosing Christ in the World: Directing the Spiritual Exercises of St. Ignatius of Loyola According to Annotations Eighteen and Nineteen*. Saint Louis: The Institute of Jesuit Sources, 1999. ISBN 978-1880810361. (This material is out of print and will be available as a PDF from Dr. Webber, reprinted with permission by the author for use in guiding the Spiritual Exercises.)

Course Description:
This seminar will explore definitions of spiritual direction, with emphasis on the thinking of Thomas Merton. Further, the seminar will examine the relationship of spiritual direction to the practice of spiritual discernment. Finally, the seminar will give attention to the practice of spiritual direction in the context of the community of faith.

Student Learning Outcomes: (DMin-2, -3)
Upon completion of this course, students will be able to:
1. Describe the movements of the Spiritual Exercises of Ignatius of Loyola (pre-seminar 1, post-seminar 2, and Appendix 1);
2. Articulate an understanding of spiritual direction as a ministry of the Church (pre-seminar 4 and post-seminar 1);
3. Understand how various aspects of Christian ministry can be approached through the lens of spiritual direction or soul-care (pre-seminar 5 and post-seminar 1);
4. Understand the relationship between spiritual direction and the practice of spiritual discernment (pre-seminar 2 and 3);
5. Lead an experience of small group spiritual direction using the structures of “circles of trust” and the materials provided in the Spiritual Exercises of Ignatius (pre-seminar 1 and 2, post-seminar 2).
6. Pray in a meditative way with scripture and then reflect on that prayer in a spiritual journal (pre-seminar 1, post-seminar 2, and Appendix 1).
Pre-seminar Assignments: Due Friday, July 21, 2017.

1. Each student will secure the PDF of *Lightworks* (Tetlow) from Dr. Webber by email. Students will use the *Lightworks* material to work through the Spiritual Exercises of Ignatius of Loyola over 14 weeks of the semester.
   
a. Each student will keep a spiritual journal of his or her prayer periods with the Spiritual Exercises. First person grammar is acceptable in the journal. The journal pages should be photocopied and submitted to Dr. Webber by October 15.
   
b. See Appendix 1 for details about praying with the Spiritual Exercises and keeping the journal.

2. Read Palmer’s *A Hidden Wholeness*. At the seminar, students will be prepared to discuss the book, with special attention to Palmer’s ideas about the importance of groups (“circles of trust”) when doing soul-work.

3. Read the section on “Guiding: Discernment and Decision” (pp. 116-136) in *Communion, Community, Commonweal* (Mogabgab). Each student will prepare a 5 page paper on the relationship between spiritual direction and the practice of spiritual discernment.
   
a. The paper should include analysis of at least one method of discernment (for example, the Clearness Committee model, as described by Parker Palmer on pp. 131-136);
   
b. In the paper the student should explore the role of spiritual direction in the process of discernment;
   
c. In the paper, the student also should explore the place of discernment in an ongoing relationship of spiritual direction.

4. Read Thomas Merton’s essay on spiritual direction in *Spiritual Direction & Meditation* (pp. 1-51). Each student will write a 4 page critique of Merton’s vision of spiritual direction. As the student critiques Merton’s ideas about spiritual direction, the student will substantiate his/her position with other sources and with exegeted scripture.

5. At the seminar, each student will be prepared to discuss his or her current ministry setting as a context for spiritual guidance. All students should be prepared to participate in the discussion.

Post-seminar Assignments: Due October 15, 2017.

1. Read *Spiritual Life: The Foundation for Preaching and Teaching* (Westerhoff), *The Pastor as Spiritual Guide* (Rice), and the remainder of *Communion, Community, Commonweal* (Mogabgab).
   
a. Each student will prepare a paper in which he/she explores the role of spiritual guidance (soul-care) within the community of faith. Various aspects of Christian ministry may be explored, as encouraged in the texts above. Students are encouraged to give attention to the practice of soul-care within traditional ministry settings (local congregations, for example), as well as other contexts where the community of faith is manifested (such as hospital chaplaincy, medical chaplaincy, pastoral counseling, and parachurch ministries).
   
b. The course texts listed above may be consulted as resources for the paper. Students also will utilize other sources for the paper as appropriate.
   
c. The paper should be 8 pages in length and be written in formal academic style.
   
d. Papers should be emailed to Dr. Webber at jt.webber@att.net.

2. Students continue to engage the Spiritual Exercises of Ignatius weekly through the *Lightworks* material. Students will continue to keep a spiritual journal of his or her prayer periods. Photocopies of the journal pages may be scanned and submitted to Dr. Webber by October 15 at jt.webber@att.net. (See Appendix 1 for detailed instructions about this assignment.)
Student Workload Expectations:

Class Time – 6 hours
Textbooks - (922 pages @ 20 pp/hr) = 46.1 hours
Spiritual Exercises Prayer and Journaling – 18.6 hours
Papers – 25.5 hours

Total – 96.2 hours

Course Grading Scale: “A” represents excellent work in all categories (fulfillment of assignment, writing and formatting, and doctoral level content); “B” represents good work in all categories; anything below a “B-” is considered below doctoral level.

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\begin{array}{ccc}
A & 98-100 & C+ \\
A- & 94-97 & C \\
B+ & 92-93 & C- \\
B & 89-91 & D \\
B- & 86-88 & F \\
\end{array}
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Classroom-related Academic Policies

A. Work is expected on the due date. Late papers will receive no less than a one-letter grade reduction.

B. Turnitin.com
   1. Assignments may require submission to www.turnitin.com to check for originality and style. The assignments that are required for submission will be described in the syllabus.
   2. Students will create an account at www.turnitin.com. After doing so, the student will join the course page with the code and password supplied by the instructor. A list of assignments and due dates will be available on the course page.
   3. Students will submit assignments by the due date and time and will be required to submit the assignments in a hard copy format as well.

C. Electronic Equipment Usage in Classrooms
   It is expected that students will use technology (cell phones, laptop computers, iPads, etc.) during classes only for the purposes of class work. Therefore, students should turn off cell phones and refrain from texting and using laptop computers during classes except for the purposes of taking notes or doing research specifically authorized by the course instructor. Students who have emergency needs not covered by this policy must ask for an exception from the course instructor.

D. Review the Academic Catalog for requirements regarding Incompletes and Plagiarism issues. For more information on Library Services, please download the Library Handbook from the HGST website.

Doctor of Ministry Policies: (find the full listing of DMin Policies in the HGST Academic Catalog, pages 28ff)

A. Assignments
   Students in the DMin program will read, research, study, experience, and evaluate applied theology and personal spiritual concepts. This degree promotes research on vital issues affecting the quality of life in faith communities as well as the development of new approaches, strategies, and styles of ministry in a wide variety of institutional and cultural settings. The resulting learning process equips the student for critical evaluation in the context and practice of ministry and fosters an integration of theory and effective pastoral practice with a view toward transforming communities.
Pre-seminar assignments are due no later than the course start date. Students are encouraged, however, to bring all written assignments the first day of the seminar week. Students, with missing pre-seminar assignments, may be dropped from those sections of the seminar, may not be permitted to attend those sections, and may receive a failing grade for those sections.

Students should expect approximately 2,000 pages of reading each semester. It is expected that the books will be acquired and that the reading assignments will be completed in order that candidates may be exposed to the material prior to the seminar.

Post-seminar written assignments are to be submitted within ninety days after the session ends, at prescribed deadlines. Assignments should be emailed directly to professors on or before the due date. Competence will be demonstrated through creative projects and papers, which apply professional experience in connection with course content. These assignments will demonstrate an understanding of the writing skills required for the doctoral level and of the subject matter, bibliography, theory, and methodology covered in the seminar.

Written work will follow the prescribed HGST/Turabian style and should meet the deadlines required in each course syllabus. Grades will reflect the meeting of these criteria as well as the content.

Students are encouraged to email copies of completed assignments to the Director and to keep hard copies and external digital copies on file to protect work from being lost due to a computer malfunction. Graded papers are usually available for pick up at the following seminar unless they are returned via email.

Written assignments for Project and Practicum completion are described and delineated in the “Project and Practicum Manual,” which is available via the website. The Manual also includes deadlines for Project and Practicum Report completion and all pre-graduation deadlines.

B. Extensions and Incomplete Grade Policy

Seminars assignments are to be completed and mailed or emailed on or before the established due date. However, upon receiving a completed Extension Request Form and payment of $50 per professor, a thirty-day extension (one for each professor) may be granted by the DMin Office. The extension request should be received before the original due date. The professor shall reduce the grade by at least one-half letter grade. Work postmarked after the due date or the one-time thirty-day extension due date is subject to a minimum one letter grade reduction. No class work will be accepted after the close of the semester (except for previously granted 30-day extensions), a grade of “F” will be given, and the semester will have to be repeated for credit. The student will be placed on Academic Probation at that time until a cumulative GPA of no less than a B average is earned during the next semester.

The student will be given one opportunity to make up a failed seminar section, either the next time it is offered or through make-up work, to receive an acceptable grade and raise the overall GPA to an acceptable score. In order for the GPA to move to an acceptable score, the Academic Office may replace the “F” with an “NCF” so that the make-up work will count appropriately. If the student does not make up the section during the timeframe noted above, the grade will remain an “F,” the failing grade will appear on his or her transcript, Academic Stop will go into effect, and the student’s file will be sent to the DMin Oversight Committee with recommended action.

Notes for Writing Assignments: All “formal, academic” writing assignments must conform to Kate Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations, 8th Edition. This includes matters of style and format. Certain assignments may be less formal, and students will follow the professor’s instructions for those assignments.

For formal, academic writing, the instructor requires the use of footnotes for documentation when more than one resource is cited. The student should number pages. According to Turabian, page numbers should be in the upper right hand corner, except on pages with major headings (titles).
Margins should be one inch on all four sides, except where major headings (titles) require a two-inch top margin. All students should utilize 12-point Times New Roman font throughout. The instructor prefers that the student not use presentation or report binders or folders. He prefers submission of papers with staples or binder clips.

Critical, or formal, writing differs from colloquial writing or spoken English at several points. The student should note the following guidelines for critical writing. The instructor expects students to follow these guidelines strictly for academic-style assignments. Failure to do so will be penalized.

- Avoid 1st or 2nd person references (“I,” “we,” or “you”). Keep the written projects objective and professional. Remember that imperative forms are second person.
- Never use contractions.
- Avoid passive voice construction (i.e., The student should write “God chose Joshua” rather than “Joshua was chosen by God.”). Some exceptions are necessary, but limiting the use of passive voice is a good policy.
- Be sure that number and tense always agree (i.e., Do not write in one place that “Brueggemann argues . . .” and at another place “Brueggemann argued . . .”). Subject-verb agreement is imperative.
- Spellcheck! Spellcheck! Spellcheck! Grammar check works as well!
- Pronouns should have clear antecedents. Avoiding “it is” and “there is” in the paper removes much of the ambiguity of pronoun usage.
- Sentence fragments are unacceptable. Every sentence must have a subject and a predicate.

APPENDIX 1

SD 850 – Spiritual Exercises of Ignatius (using Lightworks by Joseph Tetlow)

Lightworks is an adaptation of the Spiritual Exercises of Ignatius of Loyola. Fr. Joseph Tetlow, the Jesuit priest who has adapted this version of the Exercises, describes Lightworks as “simple exercises according to Annotation Eighteen of the Spiritual Exercises.” The exercises are meant to be prayed systematically, as each week builds on that which has gone before. In addition to praying the exercises, persons using the exercises are invited to reflect on their prayer. In this seminar, students will be asked to pray with each week of the material, then to reflect on their prayer through spiritual journaling.

There are 14 weeks in this version of the Spiritual Exercises. Students will engage the material at least four times each week, spending 15-20 minutes in prayer and spiritual reflection (journaling) during each period of prayer. In each of the four prayer periods, students will engage a scripture passage, prayer, or reading that is part of that week’s Lightworks material.

Week of June 4 – Lightworks One/1 (p. 261): “God Is Always Giving Gifts”
Week of June 11 – Lightworks One/2 (p. 263): “God Remains Always with Us, Courteously”
Week of June 18 – Lightworks One/3 (p. 265): “God Works Busily to Create and Save”
Week of July 2 – Lightworks Two/1 (p. 273): “God Is Creating Every Person Alive”
Week of July 16 – Lightworks Two/3 (p. 277): “God and I Co-creating My Self in My World”
Week of July 23 – Lightworks Two/4 (p. 279): “God Gives Each Person An Original Purpose”
Week of July 30 – Lightworks Two/5 (p. 281): “God Put in Me the Desire to Do the Truth”
Week of August 6 – Lightworks Two/6 (p. 283): “The Holy Spirit Calls to Ongoing Conversion”
Week of August 13 – Lightworks Two/7 (p. 285): “Jesus Christ Joins Us in Our Failure”
Week of August 20 – Lightworks Three/1 (p. 289): “Jesus Christ Reconciles All Humankind”
Week of August 27 – Lightworks Three/2 (p. 291): “Jesus Keeps on Forgiving”
Week of September 3 – Lightworks Three/3 (p. 293): “Jesus Sends Us to Console”

Students will scan and submit their journal entries, reflecting their engagement with the Spiritual Exercises. The journal entries should be written in the first person, in a style compatible with the intimacy of a spiritual journal. All journal entries will be kept confidential by the instructor and will be returned to the student upon completion of the seminar.

The instructor will peruse the journal entries, looking not for analysis and insights, but for engagement with the material in the exercises. The entries should be as transparent and honest as possible as the student considers the material in light of his/her actual lived life. Thus, journaling itself will become a meditative exercise of reflecting upon the period of prayer.