Houston Graduate School of Theology
CS/TS 650 Theological Foundations of Christian Spirituality
Summer 2015, Mondays and Wednesdays, 5:30-8:30 PM
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Houston Graduate School of Theology equips women and men to be ministers and messengers of God’s mission of reconciliation through academic excellence, personal transformation, and leadership development

I. Course Description
A study of the reciprocal relationship of theology and spirituality for development of a foundation for spiritual formation and direction. Systematic, biblical, and historical theology will be surveyed and incorporated into an informed spirituality. This course may be taken as a Theological Studies Elective as a part of a student’s MDiv degree plan, but it may not substitute for the Theology Elective. Three hours.

II. Course Learning Outcomes
Upon completion of this course, the student will be able to:
A. Apply and integrate spiritual practices discovered from the reading of the texts and the study of theological foundations of Christian spirituality through the writing of response papers following each class session.
B. Discuss a growing understanding of the theological foundations of spirituality through the completion of reflection questions, which cover the assigned reading, and verbal interaction.
C. Describe, examine, and interpret learning in the area of theological foundations of Christian spirituality by means of the final, summative paper and a revised Rule of Life.

III. Texts and Course Schedule
Required Textbooks:

CS/TS 650 Theological Foundations of Christian Spirituality
Class and Reading Schedule
June 1
Reading: Chan, Chapters 1 and 2; Scorgie, Chapter 24
• Introduction to the course, to include expectations for written assignments
• Student and professor introductions
• The Spiritual Nature of Theology
June 3  
Reading: Boyer and Hall, Introduction, Chapters 1 and 2; Chan, Chapter 8; Scorgie, Chapters 1-4  
• Biblical Foundations  
  * Due: Reflection questions 6-3-15  

June 8  
Reading: Boyer and Hall, Chapter 3; Scorgie, Chapters 12-18  
• Historical Foundations  
  * Due: Response paper 6-3-15  
  * Due: Reflection questions 6-8-15  

June 10  
Reading: Boyer and Hall, Chapter 4; Chan, Chapters 3 and 7; Scorgie, Chapter 8  
• The Theology of Person  
  * Due: Response paper 6-8-15  
  * Due: Reflection questions 6-10-15  

June 15  
Reading: Boyer and Hall, Chapter 5; Chan, Chapters 5, 9, and 12; Scorgie, Chapters 5 and 9  
• Trinity  
• Community  
  * Due: Response paper 6-10-15  
  * Due: Reflection questions 6-15-15  

June 17  
Reading: Boyer and Hall, Chapter 6; Scorgie, Chapter 6  
• Incarnation  
• Biblical Love  
  * Due: Response paper 6-15-15  
  * Due: Reflection questions 6-17-15  

June 22  
Reading: Boyer and Hall, Chapter 7; Chan, Chapters 4, 10, and 11; Scorgie, Chapters 25 and 32  
• Salvation  
• Suffering  
  * Due: Response paper 6-17-15  
  * Due: Reflection questions 6-22-15  

June 24  
Reading: Boyer and Hall, Chapters 8-9 and Epilogue; Chan, Chapter 6; Scorgie, Chapters 22 and 23  
• Prayer  
• Global Interactions  
  * Due: Response paper – “Wrap it Up”
• Due: Revised Rule of Life

The professor reserves the right to adjust classroom topics as the course develops.

IV. Course Requirements

A. Reflection Questions (6 sets) – 30%
Reflection questions will be provided by the professor for all but the first and eighth class sessions. Questions may be answered in informal style (use of first person is acceptable), but grammar and style must demonstrate graduate-level writing skills.

B. Response Papers (6 papers) – 30%
Following each class session, each student is required to submit a 3- to 4-page paper in which he or she responds to the spiritually formative and transformative aspects of the theological topic discussed during class (answering the “So what?” question). Academic formatting and style are required.

C. Final Response Paper – 20%
The final paper, due June 24, will be six pages in length and will provide an integrative summary of learning during the course. Academic formatting and style are required.

D. The Rule of Life – 10%
Students, who have taken CS 501, will have designed a preliminary Rule of Life. A revised version is required at the close of the course. Students, who have not yet created a Rule of Life, will be given an alternative assignment.

E. Reading Log – 10%
Students, who have read 100% of assigned readings, will earn a score of 100. Students, who have read 90% of assigned readings, will earn a score of 90. Students, who have read 80% of assigned reading, will earn a score of 80 (and so on).

F. Student Workload Expectations
Class time – 32 hours
Reading – (Boyer and Hall 245@15/hr = 16; Chan 220@10/hr= 22; Scorgie 120@15/hr = 9) – 46
Essays (6@4 = 24; 1@6=6) – 30
Reflection questions (6@3) – 18
TOTAL = 126 hours

V. Course Grading Scale - Grading criteria include, following the assignment (30%), compiling a paper or project with graduate-level content (50%), using proper grammar and writing techniques and adhering to correct formatting (20%). An “A” represents excellent work in all categories; “B” is good; “C” is fair; and “D” is poor. Plusses and minuses will be assigned as appropriate.

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VI. Classroom-related Academic Policies
A. Regular attendance and regular submission of assignments on due dates in the syllabus is expected. Each student must talk to the instructor about circumstances affecting his or her ability to attend class and complete assignments. A “T” will be
noted in the attendance roster for students who develop a pattern (3 times) of missing up to half of a class session by either tardiness or early departure. Three “tardies,” as described above, will equal one absence. More than three absences (excused or unexcused) will result in a letter-grade reduction of the final grade and may result in failure of the course.

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

C. Turnitin.com
   1. All written assignments are subject to required 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.

D. 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.

E. Please review the Academic Catalog for policies regarding Incompletes and Plagiarism. For more information on HGST and area Library Services, please download the Library Handbook from the HGST website.

VII. Notes for Writing Assignments
For MDiv, MASD, MAML, or MTS students: All writing assignments should conform to Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 8th Edition. This includes matters of style and format. The instructor requires the use of footnotes for documentation when more than one resource is cited. The student must number pages. According to Turabian, page numbers appear 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.

For MAC students: APA formatting is accepted as prescribed in the *Publication Manual of the American Psychological Association*, 6th edition. All students shall utilize 12-point Times New Roman font throughout. The instructor prefers that the student not use presentation or report binders or folders. She 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 first- or second-person references, both singular and plural (“I,” “we,” or “you”). Keep the written projects objective and professional. The student must 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!
- All 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.