CS 830 Biblical Community (1 credit hour)
Fall 2016

Required Texts: Please select one of the following and then notify the professor which text was selected via email by May 15.


Round-table Discussion Text:

Recommended Scholarly Resource:

Course Description:
This study will prepare students to apply spiritual formation principles to themselves as pastors, directors, and congregational leaders for the enrichment of community within the congregation and beyond.

Student Learning Outcomes:
Upon completion of this course, students will be able to:
1. Identify the distinctions of biblical love;
2. Define self in order to become a more healthy participant in the community;
3. Integrate principles of biblical love and community into life and ministry; and
4. Design a direction for ministry in order to build biblical community.

Pre-seminar Assignments: Due Friday, July 15, 2016
1. (25%) Read the selected text. Write a 5- to 6-page critical review of the text in the approved format for book reviews (submit to Turnitin.com and via hard copy). Include insights gained from the reading of the text regarding “community” as part of the “critical review” section. Any student who is unsure about “approved format for book reviews” is encouraged to contact the professor via email for a copy of the sample or click here: [http://www.hgst.edu/wp-content/uploads/2013/02/2-23-13-Critical-Book-Review-Guide.pdf](http://www.hgst.edu/wp-content/uploads/2013/02/2-23-13-Critical-Book-Review-Guide.pdf)
2. (5%) Prepare a brief outline of insights from the selected text to discuss with others, who selected the same textbook, during class time on July 15.
2. (10%) Read the Shigematsu text in preparation for round-table discussion groups. Submit the computer-generated discussion questions on July 15 (Appendix 1).

Post-seminar Assignment: Due August 15, 2016
1. (30%) Complete the Transformational Goals exercise (Appendix 2). This assignment will be completed in an informal writing style. First person singular may be used.
2. (30%) Prepare a 5- to 6-page formal, academic paper (submit to Turnitin.com and via email), which will serve as a progress report on the following project, which should be submitted in three parts:
   a. Read - Assess the spiritual health of your congregation or missional community and self by overlaying the principles of biblical love, community, and spirituality discussed in class (spiritual directors may choose to focus on what may be required to assess the spiritual health of directees or participants in spiritual direction groups);
   b. Reflect – Discuss how the integration of the principles of biblical love, community, and spirituality in one’s approach to ministry may be understood;
   c. Respond - Design a “plan” or renewed direction for self and congregation or missional community, utilizing the principles of biblical love, community, and Christian spirituality that you have discovered or uncovered through the course.

Student Workload Expectations:
Class Time – 3 hours
Textbooks - (~450 pages @ 20 pp/hr) = 23 hours
Critical Review – 5 hours
Class Preparation Outline – 2 hours
Transformational Goals = 5 hours
Post-Seminar Essay = 5 hours
Round-table Discussion Questions = 7 hours
Total – 50 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.

A  98-100   C+  84-85
A-  94-97   C   80-83
B+  92-93   C-  78-79
B   89-91   D   70-77
B-  86-88   F   0-69

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 – Class ID 12408694; Enrollment Password CS830FA16
   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
Seminar 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. 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 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
CS 830 – Round-table Discussion Questions

*God in My Everything: How an Ancient Rhythm Helps Busy People Enjoy God*

Please answer the following questions, from the end of each chapter, for group discussion. Please prepare computer-generated answers to turn in to Dr. Towne. The answers should be written in a journaling style rather than an academic style; therefore, first person writing is perfectly acceptable. I will not grade for grammar and formatting. I want you to journal from your heart and experience.

*Discussion leaders will be encouraged to select the questions they think the lunch group can cover in the allotted time*

**Monday – Chapters 1-6**
- Chapter 1, Questions 1 and 3, page 20
- Chapter 2, Questions 1 and 3, page 28
- Chapter 3, Questions 1 and 4, page 39
- Chapter 4, Questions 1 and 4, page 53
- Chapter 5, Questions 2, 3, and 4, page 67
- Chapter 6, Questions 3 and 4, page 77

**Tuesday – Chapters 7-9**
- Chapter 7, Questions 1, 3, and 5, page 92
- Chapter 8, Questions 1, 4, and 5, page 107
- Chapter 9, Questions 1, 2, and 3, page 119

**Wednesday – Chapters 10-12**
- Chapter 10 – Questions 3, 4, and 5, page 136
- Chapter 11 – Questions 1, 4, and 6, page 149
- Chapter 12 – Questions 1, 4, and 5, page 164

**Thursday – Chapters 13-15**
- Chapter 13 – Questions 3 and 4, page 183
- Chapter 14 – Questions 3 and 4, page 196
- Chapter 15 – Question 4, page 213
Discuss your revised or newly created Rule of Life. Notice the samples in the appendix but feel free to be creative or to use the “trellis diagram.”
APPENDIX 2

Transformational Goals Worksheet

Complete this worksheet and then discuss with a spiritual director or spiritual friend.

1. Describe current behaviors in which you consistently engage that do not reflect your beliefs, values, and/or convictions.

2. What is the secondary gain that you get from continuing to engage in these behaviors? In other words, what benefits do you get from engaging in these behaviors?

3. Describe the new behaviors that, through the power of the Holy Spirit, you commit to engage in the future.

4. Identify two or three people in your life who are a part of the old “dance” that you do. Describe their likely response to the change in behavior.

5. Name the community of differentiation that you will enlist to support you in engaging this new behavior.

6. Identify at least two future settings in which you will likely be able to “practice” the new behaviors.