

*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*

**CS 805 Theological Foundations for Christian Spirituality (1 credit hour)
Fall 2019**

Textbooks

Required Textbooks:

Boyer, Steven D., and Christopher A. Hall. *The Mystery of God: Theology for Knowing the Unknowable*. Grand Rapids: Baker Academic, 2012. ISBN 978-0801027734

McGrath, Alister. *Christian Spirituality: An Introduction*. Oxford: Blackwell, 1999. ISBN 978-0631212812

Course Description

A study of the reciprocal relationship of theology and spirituality for development of a foundation for spiritual formation and soul care. Systematic, biblical, and historical theology will be surveyed and incorporated into an informed spirituality. One hour.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- A. Apply and integrate spiritual concepts and practices discovered from the reading of the texts and the study of theological foundations of Christian spirituality through participation in round-table discussions and the composition of a research paper (DPC-1, -5).
- B. Discuss a growing understanding of the theological foundations of spirituality through the completion of reflection questions and participation in classroom discussion (DPC-1, -5).
- C. Describe, examine, and interpret learning regarding theological foundations of Christian spirituality by means of the final, summative paper (DPC-1, -2, -5).

Course Assignments and Reading Schedule (All assignments total 100 points)

A. Pre-seminar Assignment 1: Due Monday, July 15, 2019 (15 points)

Read Boyer & Hall. Use the reflection questions attached to this syllabus to prepare for round-table discussions, which will take place Monday through Thursday of seminar week during the dinner break. The purpose of the round table discussions is to integrate the theological and spiritual content in a relational setting in preparation for the final paper for the course. Students are expected to participate in discussion during the on-campus seminar and during round-table discussions. Computer-generated or typed responses to each question should be brought to each round table discussion. The student will then review his or her answers based on these discussions and submit all answers on the Friday the course meets. Students will receive up to 15 points for their participation in round-table discussions.

B. Pre-seminar Assignment 2: Due Friday, July 19, 2019 (15 points)

Read the assigned portions of McGrath (Chapters 1–4) in preparation for classroom discussion and as a source to enrich your round table discussions. Students will receive up to 15 points for their participation in class discussion.

C. Post-seminar Assignment 1: Due Thursday, August 15, 2019 (10 points)

Each student must post his or her thesis statement for the final paper on the discussion board in the online learning environment by August 15. Thesis statements must be clear, concise, and make an argument appropriate to doctoral-level research. Once posted, the instructor will provide feedback and help the student to hone the thesis statement until it is appropriately focused for doctoral-level research. Students will receive up to 10 points for their work in developing a thesis statement for the final paper.

D. Post-seminar Assignment 2: Due Sunday, September 15, 2019 (60 points)

Students will continue writing their final course papers after they receive approval of their thesis statements via the discussion board.

The paper should make an argument for the place and importance of a particular theological subject in one dimension of the spiritual life or work of a professional counselor. The paper should rise to the level of doctoral-level research by focusing on a narrow, specific, and original application or implication of this theological-spiritual subject for the professional counselor. To accomplish this, thesis statements must be narrow enough to address a gap in the literature. (For example, the topic of “the place of the Bible in Christian counseling” is too wide; the topic of “the use of the Psalms in counselor self-care” is better.)

N.B. The course instructor is aware that students taking this course are counselors by training, not theologians. This will be considered in the evaluation of the work. However, students are expected to demonstrate thorough and deep theological reflection, which is not dependent on theological scholarship. Though some degree of scholarly research on the theological subject is required, the emphasis should be on spirituality: the lived experience of the Christian faith.

Suggested theological topics include: the Trinity; theological anthropology (the doctrine of man); hamartiology (the doctrine of sin); the Incarnation; pneumatology (the doctrine of the Holy Spirit); eschatology (the doctrine of the last things); and ecclesiology (the doctrine of the church). These theological categories are too broad for consideration in a thesis statement, but they can be used as starting points for narrowing the particular theological topic to be addressed.

Suggested topics for the spiritual life or work of a professional counselor include: the prayer life of a counselor; the counselor’s worship; rhythms of work and rest; continuing education requirements for licensure; confidentiality with clients; working with specific populations (adolescents, post-partum mothers, the addicted, the traumatized); counselor supervision; dual relationships; advocacy for clients; treatment of specific disorders (complicated grief, narcissistic personality disorder, posttraumatic stress disorder, etc.). Students are not limited to these options in their consideration of areas of application for

their thesis statements and arguments for the final paper.

The paper should be at least 11 pages in length, not including cover sheet and bibliography, but should not exceed 15 pages. The completed final course paper should be turned in via the submission link provided in the online learning environment by Sunday, September 15, 2019. See Attachment C for a rubric for this assignment.

	Dates	Reading	Assignments	Due Dates	Points
Pre-Seminar	May 15– July 13, 2019	Boyer & Hall	Read the entire work. Utilize attached reflection questions to prepare for round table discussions .	July 15, 2019	15
		McGrath	Read chapters 1–4 in preparation for classroom discussion .	July 15, 2019	15
Seminar Week (July 14–20, 2019)					
Post-Seminar	July 21– August 15, 2019	Research for Final Paper	Post thesis statement for final paper to discussion board on CourseSites.	August 15, 2019	10
	August 16– October 15, 2019	Research for Final Paper	Turn in completed final paper via CourseSites.	October 15, 2019	60

Student Workload Expectations – Total 49.5 hours

Class time – (Classroom = 3; Round Table Discussions = 4) – 7

Reading & Reflection (Boyer and Hall 245@15/hr = 16; McGrath 81@15/hr = 5.5) – 20.5 hours

Final Paper (11 pages @ 2/hr – research, reflection, and writing) – 22 hours

Course Grading

Grading criteria include following the assignment, compiling a paper or project with graduate-level content, using proper grammar and writing techniques and adhering to correct formatting. Rubric will be provided for each assignment via CourseSites. Every assignment has a maximum number of potential points (indicated in Sections IV and V above), and together all assignments total 100 points. The final course grade will be assigned according to the following scale below. An “A” represents excellent work in all categories; “B” is good; “C” is fair; and “D” is poor. Pluses and minuses will be assigned as appropriate.

A	1000-950	B	890-850	C	790-750
A-	940-920	B-	840-820	C-	740-720
B+	910-900	C+	810-800	D	710-700

Classroom Values

In light of HGST's mission to *equip women and men to be ministers and messengers of God's mission of reconciliation*, and the institution's confession of faith in Jesus Christ as Lord and Redeemer, students are expected to conduct themselves in accordance with values that reflect this mission and confession.

Course Protocols

- A. Communication:** Students can communicate with the professor through a variety of mediums. Virtual office hours via Zoom can be arranged by request. Emails will be answered within 72 hours, though every attempt will be made to respond within 24 hours. Please provide a subject that clearly lets the professor know you are an HGST student in every email. Voicemail is also checked daily.
- B. Technology:** Students are responsible for their own technology by backing up assignments, charging batteries, and making sure an internet connection will be available when needed. These are not valid excuses for failure to complete assignments on time.
- C. Due Dates:** Work is expected on the due date. Late assignments will not be accepted in most every case. If an emergency situation arises, contact the professor as soon as possible. Any late assignments that are accepted will receive no less than a 10% grade reduction for every day late. *Note: The calendar date will be taken quite literally as the due date, meaning that assignments should be turned in by 11:59 p.m. on the numerical date indicated within this syllabus.*

Classroom-Related Academic Policies

- A. Regular submission of assignments on due dates in the syllabus are expected.
- B. 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.
- C. *Please 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.*

Notes for Writing Assignments

For DPC 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. All written assignments should be turned in through CourseSites, uploaded as a PDF or Word document.

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 second-person references, and use the first person sparingly. 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.

Attachment A

CS 805 Theological Foundations of Christian Spirituality Reflection Questions

These questions will be the basis for your round-table discussions during seminar week. Round-table discussions will take place during the one-hour dinner break Monday through Thursday of seminar week. You are expected to come to these discussions having already read and reflected on the questions below, which are based on your reading of Boyer and Hall. The purpose of these discussions is to integrate these theological and spiritual concepts in a communal setting in preparation for your final paper for the course.

Students must bring typed responses to all the reflection questions to each round-table discussion held Monday through Thursday, update their answers based on these discussions, and then submit their revised answers when the seminar meets on Friday. A link to upload the file will be provided in the online learning environment.

Table Discussion #1

Boyer and Hall, Introduction and Chapters 1 and 2

1. What is the task of this text? Explain your understanding.
2. Summarize the authors' description of the meaning of "mystery."

Boyer and Hall, Chapter 3

1. Discuss one new insight that especially "drew" you.

Table Discussion #2

Boyer and Hall, Chapter 4

1. How would you summarize the authors' description of humans being image-bearers?
2. What was Christ's achievement and what does being "in Christ" imply (79)?
3. What relevance does the doctrine of the *imago Dei* have for professional counselors?

Table Discussion #3

Boyer and Hall, Chapter 5

1. What did you discover that helped your thinking about the Trinity?

Boyer and Hall, Chapter 6

1. What is the "grand miracle," according to C. S. Lewis?
2. Discuss several points in the authors' discussion of the Incarnation that were new, surprising, or challenging to you.

3. What relevance do the doctrines of the Trinity and the Incarnation have for professional counselors?

Table Discussion #4

Boyer and Hall, Chapter 7

1. What is the focus of the debate regarding salvation? Discuss some points on both sides of the debate.

Boyer and Hall, Chapters 8 and 9

1. What from these chapters stood out to you? How might these insights come into play for a professional counselor's self-care?

Attachment B

Recommended Reading for Theological Foundations of Christian Spirituality

- Adam, Peter. *Hearing God's Word: Exploring Biblical Spirituality*. New Studies in Biblical Theology. Downers Grove, Ill.: InterVarsity Press, 2004.
- Alexander, Donald, and Sinclair B. Ferguson, eds. *Christian Spirituality: Five Views of Sanctification*. Downers Grove, Ill.: InterVarsity Press, 1988.
- Beeke, Joel R. *Puritan Reformed Spirituality*. Webster, NY: Evangelical Press, 2006.
- Boa, Kenneth D. *Conformed to His Image: Biblical and Practical Approaches to Spiritual Formation*. Grand Rapids, MI: Zondervan, 2009.
- Chan, Simon. *Spiritual Theology: A Systematic Study of the Christian Life*. Downers Grove: IVP Academic, 1998.
- Davis, John Jefferson. *Meditation and Communion: Contemplating Scripture in an Age of Distraction*. Downers Grove, IL: IVP Academic, 2012.
- Foster, Richard. *Celebration of Discipline: The Path to Spiritual Growth*. San Francisco, CA: HarperOne, 2018.
- Gordon, James M. *Evangelical Spirituality*. Eugene, OR: Wipf & Stock, 2006.
- Haykin, Michael A. G. *The God Who Draws near: An Introduction to Biblical Spirituality*. Darlington, England; Webster, NY: Evangelical Press, 2007.
- Howard, Evan B. *A Guide to Christian Spiritual Formation: How Scripture, Spirit, Community, and Mission Shape Our Souls*. Grand Rapids: Baker Academic, 2018.
- . *The Brazos Introduction to Christian Spirituality*. Grand Rapids: Brazos Press, 2008.
- Lovelace, Richard F. *Dynamics of Spiritual Life: An Evangelical Theology of Renewal*. Downers Grove, IL: Inter-Varsity Press, 1979.
- McGinn, Bernard. *The Essential Writings of Christian Mysticism*. New York: Modern Library, 2006.
- Rice, Howard. *Reformed Spirituality*. Louisville, KY: John Knox Press, 1991.
- Schaeffer, Francis A. *True Spirituality*. Carol Stream, IL: Tyndale House Publishers, 2011.
- Scorgie, Glen G., ed. *Dictionary of Christian Spirituality*. Grand Rapids, MI: Zondervan, 2011.
- Shults, Fount LeRon, and Steven J Sandage. *Transforming Spirituality: Integrating Theology and Psychology*. Grand Rapids: Baker Academic, 2006.
- Weaver, Steve, and Ian Hugh Clary, eds. *The Pure Flame of Devotion: The History of Christian Spirituality: Essays in Honour of Michael A.G. Haykin*. Kitchener, Ontario: Joshua Press, 2013.
- Wilken, Robert Louis. *Spirit of Early Christian Thought: Seeking the Face of God*. Yale University Press, 2008.

Attachment C

Doctoral Level Research Paper Rubric

Criteria	Beginning (0–25%)	Developing (26–50%)	Accomplished (51–75%)	Exemplary (76–100%)
Content Focus: Clear thesis statement and purpose/focus (20% total points)	Lacks clear thesis statement and/or focus throughout.	Thesis is stated but too broad or undeveloped. Argumentation through paper not consistent.	Thesis is clear and provides some interest. Focus is consistent throughout most of the paper.	Thesis is clear, relevant, and engaging. Focus is consistent through the paper.
Content Analysis: Clear Understanding of the subject matter (30% total points)	Lacks adequate research or understanding of the topic. Analysis is superficial/personal rather than critical/academic.	Demonstrates general understanding of subject matter. Summarizes positions and arguments without much critical analysis.	Demonstrates more advanced understanding of the subject matter. Provides some critical analysis but lacks broader connections and implications.	Demonstrates high level of understanding of the subject matter. In addition to providing critical analysis, also articulates original conclusions or implications.
Content Sources: Appropriate base of evidence for the argument (15% total points)	Lacks sufficient sources to support the thesis and/or sources are too weak for doctoral level research.	Some evidence is provided, but only a few appropriate sources are used.	Thesis is supported adequately with appropriate sources.	Thesis is given compelling, thorough support through the use of diverse, strong academic sources.
Organization: Well-written and structured (25% total points)	Lacks the organization necessary for the reader to follow the argument.	Some organization is evident, but at times the argument or focus is lost on the reader.	Adequate organization allows the reader to follow the progression of the argument.	Clear organization provides the reader ease of following the argument and retain focus.
Writing Style: Quality of writing and required formatting (20% total points)	Poor quality of writing, use of English, and/or adherence to APA guidelines. Frequent errors in grammar, spelling, etc.	Average writing with some errors in grammar, spelling, etc. Utilizes APA guidelines.	Average writing with minor errors in grammar, spelling, etc. Utilizes APA guidelines.	Clear, quality writing with almost no errors in grammar, spelling, etc. Utilizes APA guidelines.