

*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*

**SD 830 Spiritual Direction and Formation Specialization (2 credit hours)
Spring 2019**

Required Texts:

- Keating, Thomas. *Intimacy with God*. New York: Crossroad Publishing, 1998. ISBN 978-0824525293
- Kelsey, Morton. *Dreams: A Way to Listen to God*. New York: Paulist Press, 1978. ISBN 978-0809120488
- Linn, Dennis, Sheila Fabricant Linn, and Matthew Linn. *Healing the Purpose of Your Life*. New York: Paulist Press, 1999. ISBN 978-0809138531
- Nouwen, Henri J. M. *The Wounded Healer: Ministry in Contemporary Society*. New York: Image Books, 1972. ISBN 978-0385148030
- Rohr, Richard. *Immortal Diamond: The Search for Our True Self*. San Francisco: Jossey-Bass, 2013. ISBN 978-1118303597
- Sanford, John A. *The Kingdom Within: The Inner Meaning of Jesus' Sayings*. New York: HarperSanFrancisco, 1987. ISBN 978-0060670542

Course Description:

This seminar has three foci: one, to become familiar with the nature of inner work in the context of spiritual direction; two, to explore selfhood in Christ and its impact on spiritual direction; and three, to consider contemplative prayer and practice, as well as their role in spiritual direction.

Student Learning Outcomes: DMin-3

Upon completion of this course, students will be able to:

1. Engage in personal, spiritual reflection (pre-seminar 1, 2, 3; post-seminar 1, 2);
2. Have a foundational understanding of dream work, both for their own growth and for their practice of spiritual direction (pre-seminar 3; post-seminar 1);
3. Articulate a personal vision for ministry rooted in his or her authentic personhood (pre-seminar 1, 2; post-seminar 2);
4. Identify issues within depth psychology that aid in the art of soul-care (pre-seminar 3, post-seminar 1, 2);
5. Have a basic understanding of contemplative prayer and its role in spiritual direction (post-seminar 2).

Pre-seminar Assignments: Due Thursday, January 17, 2019

1. Read the Nouwen text.
 - a. The student will write a paper (5 pages) which analyzes the scriptural and theological bases for a ministry that grows out of one's woundedness. What supports this ministry stance? What challenges this approach to ministry? The last section of the paper will include insights for ministry the student gained from reading this book, especially for the ministry of spiritual direction.
 - b. This paper (**15% of final grade**) should be written in formal, academic style. Submit this paper via email to jt.webber@att.net.
 - c. At the July 14 seminar meeting, be prepared to discuss Nouwen's notion that ministry arises out of the wounds of the minister.

2. Read the Linn text, *Healing the Purpose of Your Life*.
 - a. Write a paper (4 pages) which includes two parts:
 - i. A synopsis of the book (1 page);
 - ii. A reflection on the student's current understanding of his or her *sealed orders* (3 pages). The student will include his or her story of the significant people, events, and experiences that led to this particular understanding of his or her life-purpose. Also, the student will reflect on how this understanding of his or her sealed orders currently is manifested in his or her life.
 - b. This paper (**15% of final grade**) should be informal in style, but excellence in grammar is expected. Submit this paper via email to *jt.webber@att.net*.
 - c. At the July 14 seminar meeting, be prepared to discuss the student's current understanding of his or her sealed orders.
3. Read the Sanford text.
 - a. The student will write a critical review (4 pages) of *The Kingdom Within*. The critical review will be followed by a reflection paper (3 pages) in which the student notes at least three ideas in Sanford's work that illumine his or her understanding of their own inner self.
 - b. This paper (**20% of final grade**) should be written in formal, academic style. Submit this paper via email to *jt.webber@att.net*.

Post-seminar Assignments: Due April 15, 2019

1. Read the Kelsey text, *Dreams: A Way to Listen to God*.
 - a. The student will record two dreams over the course of this term. Recording the dream entails writing down the details of the dream, insofar as they can be remembered upon waking, including symbols and images that arose in the dream. More information on recording dreams will be discussed in the January seminar.
 - b. Write a paper (3-4 pages) related to his or her dream work. The paper will include a simple narrative description of each dream, its symbols and images, followed by any interpretive insights the student has about the dream. Each dream narrative and interpretation should be 1.5-2 pages in length.
 - c. This paper (**15% of final grade**) should be informal in style, but excellence in grammar is expected. Submit this paper via email to *jt.webber@att.net*.
2. Read the Keating book, *Intimacy with God* and the Rohr book, *Immortal Diamond*.
 - a. In a single document, write a critical review (4 pages) of Keating's *Intimacy with God* and a critical review (4 pages) of Rohr's *Immortal Diamond*. Follow these two critical reviews with a reflection paper (3 pages) in which the student identifies how their understanding of the true self and false self was changed by these two texts. Further, the student may reflect on his or her own experience of contemplative prayer (through Centering Prayer, meditation, *lectio divina*, or other forms) in addressing the false self system. How is the student's understanding of the inner self related to the ministry of spiritual direction?
 - b. The critical review portions of this paper (**20% of final grade**) should be written in formal, academic style. Papers may be submitted via email to *jt.webber@att.net*.

Seminar Participation

Students are expected to attend and participate in the January seminar (**15% of final grade**). The seminar will include discussion of pre-seminar assignments, as well as further instructions for post-seminar assignments.

Student Workload Expectations:

Class Time – 6 hours

Textbooks - (869 pages @ 20 pp/hr) = 43.5 hours

Papers – 46.5 hours

Total – 96 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
 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 be 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*, 9th 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.