SPF 5542 Spiritual Formation II: Prayer
ASHLAND THEOLOGICAL SEMINARY
Spring Semester, 2016 - Columbus Campus
Weekends, Feb 12-13, Mar 18-19, Apr 15-16
Friday Evenings, 6-9 PM; Saturdays 8 AM - 4 PM
Dr. Jane Jacques
jjacques@ashland.edu Phone: 419-281-3649

I. Course Description
Introduction to Spiritual Formation (4 hours)
This course introduces students to the essential dynamics of spiritual formation in its individual and corporate dimensions. It invites students to learn about and practice a variety of classical spiritual disciplines, with a special focus on prayer, for the purpose of formation in Christ likeness in both personal and social contexts. This course is 4 hours: two parts of 2 hours each-
SPF5541 Spiritual Formation I: Spiritual Disciplines; SPF 5542: Spiritual Formation II: Prayer.

SPF 5542: Spiritual Formation II: Prayer (2 hours)
This course introduces students to the varieties of prayer in the Christian tradition. It focuses on the role of prayer in the formation of believers in the image of Christ for the sake of the church and the world. Students will practice a variety of individual and corporate prayer forms for personal and ministry formation. 
This course is two hours credit and meets weekends with no hybrid online component.

II. Student Learning Outcomes
As a result of this course, students will be able to:
1. Not assessed in this course
2. Engage in a variety of prayer exercises from the Christian spiritual tradition.
3. Demonstrate understanding of the relationship between prayer and the work of Christians in the areas of both social justice and the mission of spreading the gospel within our contemporary context.
4. Integrate scriptural and theological reflection with knowledge of the varieties of prayer used throughout The Christian tradition in preparation for personal and corporate practice of prayer.
5. Not assessed in this course.
6. Propose and describe specific application of course learning concerning one or more prayer forms to the practice of ministry.

III. Course Requirements

A. Textbooks and Other Materials

Geegh, Mary. God Guides. Lansing, MI: Pray America, 1997. (Publisher distributes.)
Pray America, P.O. 14070, Lansing, MI 48901 prayamer@tir.com (517) 374-6116

**Recommended Reading**

**B. Attendance**
According to the *Student Handbook*, attendance at all class sessions is expected unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours (2 weeks) will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

**C. Assignments/ Assessment of Student Learning**
In order to receive full credit, work must be submitted on time and address the topic as assigned.
Submit the topical prayer study paper and the prayer practice paper online using the Blackboard Learning site provided for this course. This course utilizes an online learning site for communication between class meetings and for submission of course work. Access to a reliable computer and the internet through a high-speed means is recommended, as is familiarity with the use of Blackboard. For orientation to its use you will need to take time to study the following information available on your Blackboard homepage: (a) the “Video Help Center for Students,” located at the bottom of the center column, and (b) the “Student Orientation” information (right column, last entry under the heading “My Courses”).

**Reading/ Engagement with the texts – 20% of final grade**
Read the material assigned for the weekend prior to class. In addition, select a single psalm each week to read and pray daily, and one prayer from *Conversations with God* to read and pray daily each week. Come prepared to participate in prayer experiences and discussion. Prepare for class by completing the Preparation Form (appended below). You will reflect on content with particular attention to Student Learning Outcome #3, above, and you will discuss how you can connect your learning to its possible use in ministry. Submit the forms as attachments via corresponding Blackboard Assignment Submission link by midnight on Friday of each weekend that class meets, and bring a hard copy of it to class to aid in discussion.

**Small Group Discussion of Work/Practice of Prayer (20%)**
Discussion of prayer and practices in the Christian tradition, exploring the text of scripture, and engaging the spiritual masters of prayer. Participation in daily discussions is essential; participate and contribute with readings completed.

**Prayer Project – 30%**
Prayerfully select one or two unfamiliar prayer forms for personal practice from *Prayer*, by Richard Foster. (A summary of the forms will be provided.) Keep a dated journal recording
your use of the forms of prayer on at least 4 days a week during the course. Focus on what it has been like for you to practice unfamiliar prayer form(s) in this journal, (the experience of learning prayer) rather than on the content of your praying. At the end of the course, write a 3 page summary of the journal with reflection on your experience with prayer. Make reference to reading and cite sources, with particular attention to scripture, in this paper. Bring your prayer journal to class on both the 2nd and 3rd weekends of class. It will be examined and returned to you. Journals must be either typed, or written legibly. (You may choose to submit your journal as a Word document by submitting via the Blackboard Assignment Submission link. In that case, if it is handwritten, scan it to a Word document. Submit it as an attachment via the Blackboard Assignment Submission link.)

Topical Study and Writing on Prayer 30%

Using sources, study a topic related to prayer, for example:

- Study prayer within the life of an individual Christian. Include their life, ministry, writing and/or influence.
- Study prayer within a particular Christian tradition: history, development, current practice and the way it has contributed to forming the tradition.
- Study a particular prayer form, including its literature and use across Christian traditions.

Integrate material from the course textbooks, class experiences, and the prayer forms you are using in this course, along with additional material from at least 3 more sources in a paper of 6 or more pages, double spaced. Include in your writing description of how your learning can be applied to ministry which will encourage the faith community to expand its practice of prayer.

Both the Prayer Project paper and the Topical Study paper will be shared in class on the due dates. No incompletes or extensions will be given.

Assignment Submission

Please submit all papers and preparation forms as attachments uploaded in the corresponding Assignment Submission link, and bring a hard copy of each to class for your use in class discussion. Journals may be handwritten as long as they are legible. Dr. Jacques will collect and read these after class on Friday evening, returning them to you on Saturday.

D. Calculation of Grade and Connection with Learning Outcomes

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes</th>
<th>Due Date</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation Forms</td>
<td>3</td>
<td>Each Friday Evening</td>
<td>20%</td>
</tr>
<tr>
<td>Small Group Discussion</td>
<td>6</td>
<td>Each Weekend</td>
<td>20%</td>
</tr>
<tr>
<td>Prayer Study Paper</td>
<td>4</td>
<td>3/19/16</td>
<td>30%</td>
</tr>
<tr>
<td>Prayer Practice Paper</td>
<td>2</td>
<td>4/16/16</td>
<td>30%</td>
</tr>
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IV. Tentative Course Schedule

<table>
<thead>
<tr>
<th>Day #</th>
<th>Date(s)</th>
<th>Lecture/Topics</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>All reading is to be done prior to each weekend.</td>
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<tr>
<td><strong>Weekend 1</strong></td>
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<tr>
<td>Session 1</td>
<td>February 12</td>
<td>Introduction; Transforming Prayer: Moving Inward, Outward, Upward</td>
<td>Preparation Form Due Foster, intro; Foster, chs. 1-3, 8,11,13, 15; Gospel of John 14-17</td>
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<td></td>
<td>Friday Evening</td>
<td>Discussion Groups</td>
<td>Handout: A Summary of Prayer; Vennard Preface, 1-15; Geegh 1 – 19 Washington 3- 96</td>
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<tr>
<td>Session 2</td>
<td>February 13</td>
<td>Opening to God Discussion Groups</td>
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<td></td>
<td>Saturday Morning</td>
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<tr>
<td>Session 3</td>
<td>February 13</td>
<td>Talking and Listening to God Discussion Groups</td>
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<td></td>
<td>Saturday Afternoon</td>
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<td><strong>Weekend 2</strong></td>
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<tr>
<td>Session 1</td>
<td>March 18</td>
<td>Desiring God Discussion Groups</td>
<td>Preparation Form Due Foster, 5-7, 9, 10, 12, 16 Vennard 16-87 Geegh 19- 42; Washington 97- 178; Log due; Prayer Study Paper Due and shared in class</td>
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<tr>
<td></td>
<td>Friday Evening</td>
<td></td>
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<tr>
<td>Session 2</td>
<td>March 19</td>
<td>Finding God Discussion Groups</td>
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<td></td>
<td>Saturday Morning</td>
<td></td>
<td></td>
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<tr>
<td>Session 3</td>
<td>March 19</td>
<td>Receiving from God Discussion Groups</td>
<td></td>
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<tr>
<td></td>
<td>Saturday Afternoon</td>
<td></td>
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<tr>
<td><strong>Weekend 3</strong></td>
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<tr>
<td>Session 1</td>
<td>April 15</td>
<td>Asking Discussion Groups</td>
<td>Preparation Form Due Foster, chs. 4, 14, 17-21 Vennard 88-123; Geegh 43 – 60; Matthew chs.5-7 Washington 179-286 ; Log due; Practice Paper Due and Shared in Class</td>
</tr>
<tr>
<td></td>
<td>Friday Evening</td>
<td></td>
<td></td>
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<tr>
<td>Session 2</td>
<td>April 16</td>
<td>Seeking Discussion Groups</td>
<td></td>
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<td></td>
<td>Saturday Morning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 3</td>
<td>April 16</td>
<td>Knocking Concluding Reflections</td>
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<td></td>
<td>Saturday Afternoon</td>
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V. Recommendations for Lifelong Learning

Formalize a commitment to life long spiritual development through the use of spiritual disciplines by joining an organization that supports this, such as Renovaré or The Disciplined Order of Christ.

The Disciplined Order of Christ, P.O. Box 3681 Florence, SC 29502
http://www.dochr.org
Renovaré: www.renovare.org
Subscribe to a journal devoted to Christian spiritual formation e.g. Spirituality, Crosspoint, or Weavings.

VI. Seminary Guidelines

A. ATS Academic Integrity Policy

Ashland Theological Seminary expects each student to uphold the Seminary’s core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must
be one’s own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one’s own capabilities to achieve one’s fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the Student Handbook.

B. Academic Support Services
If you need assistance with writing projects for your coursework, contact the ATS Academic Support Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic support including writing, critical thinking, documentation, reading skills, study skills, test taking skills, time management. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Academic Support Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu.

C. Students with Disabilities
A student who has a specific physical, psychological or learning disability and requires accommodations is encouraged to inform the instructor during the first days of the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services located in the Center for Academic Support, Library Seventh Floor, (419) 289-5904, ssalvo@ashland.edu prior to receiving accommodations. Ashland University makes every effort to comply with Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Amendments to the Act (2008).

D. ATS Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td>Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
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</tr>
<tr>
<td>C+</td>
<td>80-82</td>
<td></td>
</tr>
</tbody>
</table>
C 77-79 Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C- 74-76
D+ 71-73
D 68-70 Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D- 65-67
F Below 65 Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

VII. Selected Bibliography
Bloom, S. *Beginning to Pray*. New York: Paulist Press, 1970. (Focuses on the Jesus Prayer.)


**VIII. APPENDIX**

**Requirements for written work**
All written work for this course must conform to the guidelines provided by the seminary’s style guide, *A Manual for Writers of Term Papers, Theses and Dissertations* by K. Turabian, 7th ed. (Univ. of Chicago Press). Please follow consistently the details of the documentation style you select, using footnotes, endnotes, or parenthetical references to document citation of sources where appropriate. Writing should conform to accepted academic standards for English grammar and usage, and to all of the seminary’s standards for paper preparation, including inclusive language for persons. *The Ashland Theological Seminary Writing Handbook* provides excellent examples of inclusive language and of the documentation styles that are accepted by the seminary. It clearly explains when you must cite sources and how to do it. **This is essential in all academic writing. Failure to cite where appropriate results in plagiarism which, whether willful or unintentional, is unacceptable according to the seminary’s standards for academic integrity.** If, when you have read the Academic Integrity Policy, if you do not understand it, please seek an explanation from the writing center or your professor. *It is your responsibility to understand and follow these guidelines.*

**Assignment Rubrics**
In order to pass the course students will prepare for and attend each class, will participate actively in class, and will submit all written assignments.

**Preparation and class participation calls for the student to be:**
- Present in the class
- Prompt – both in arriving for class and in keeping up to date with course work
- Personally engaged in discussion:
  - Expressing his or her own observations
  - Attentive to and supportive of others
  - Making positive contributions to the group work in preparing for prayer.
- Prepared
  - Prayer practices will be done and recorded regularly as scheduled.
  - Reading will be done prior to the class session as assigned.
Content addressed in the preparation form will be that assigned for that weekend.
Written work will include attention to the Student Learning Outcome as indicated for that assignment in the table provided in III-D, Calculation of Grade, above.
Written work will be submitted on the date that it is due.

GUIDELINES FOR GRADING PAPERS

Content 60%

- Appropriate use of course content
- Thoroughness
- Appropriate use of sources
- Appropriate degree of personal reflection
- Evidence of critical thinking (e.g. use of analysis, synthesis, evidence, argumentation, evaluation, etc.)
- Appropriate integration of material
- Depth of insight

Composition 40%

- Clear focus
- Logical organization
- Paragraph coherence
- Appropriate use of supporting materials (Bible, primary sources, secondary sources, etc.)
- Accurate grammar, spelling, punctuation
- Clear and readable style
- Appropriate paper format (margins, spacing, type font, title page, general appearance)
- Appropriate documentation for the assignment (Turabian notes, Turabian parenthetical references; APA)

Topical Study papers are graded on all the above criteria.

Reflection papers and personal reaction papers are graded on the quality of writing and presentation (development of ideas, expression, cohesion, grammar, spelling). Appropriate reference to course content as it pertains to the subject of the writing, rather than mastery of course content, is expected. You may use sources in these papers. If you do, be sure to use complete and accurate citations, and to provide a bibliography (for notes) or reference list (for parenthetical references).

Deductions from the grade (issues of personal responsibility): determined by the professor
- Failure to follow directions for the assignment
- Failure to submit the assignment on time
- Violations of academic integrity
Completion of preparation for each weekend class will display thoughtful attention to assignments
Students receiving an A will answer thoughtfully, thoroughly and correctly all of the time.  
Students receiving an B will answer thoughtfully, thoroughly and correctly at least 90% of the time.  
Students receiving an C will answer thoughtfully, thoroughly and correctly, but will be inconsistent in doing so (about 80% of the time.)  
Students receiving a D will answer thoughtfully, thoroughly and correctly at least 2/3 of the time.  
Students receiving an F will answer thoughtfully, thoroughly and correctly less than 2/3 of the time.

Prayer Practice Papers
    ❖ Present these as a formal papers with title page, following specifications in the Writing Handbook.  
    ❖ Include reference to material on prayer form(s) used as found in assigned readings.  
    ❖ Write clearly, presenting your thoughts in a well organized way. (Writing will be judged on “clear and appropriate development of ideas, expression, cohesion, grammar, spelling, presentation as a formal paper,” as stated in the Guidelines for Grading Papers.)  
    ❖ Include reference to textbook and resource material, give correct citation of sources and bibliography (for notes) or reference list (for parenthetical references).

Prayer Study Papers
    ❖ Present this as a formal paper, with title page, following specifications in the Ashland Theological Seminary Writing Handbook.  
    ❖ Use sources as specified.  
    ❖ Address your chosen topic from more than one perspective. Include discussion of application to ministry.  
    ❖ Your paper should be as long as specified, though it may be longer if desired.  
    ❖ Cite sources and provide documentation with complete and correct citations.  
    ❖ Provide a bibliography (if notes are used) or reference list (for parenthetical references).

Grading will be based on these specifications as well as the general description of criteria for evaluating content and presentation in the Guidelines For Grading Papers in the appendix, above. Weights given to aspects of content and presentation will be as shown there.

Grading will be based on the above criteria, according to the weights assigned to content and presentation in the Guidelines For Grading Papers in the appendix, above. The letter grade will then be determined using the percentages shown in the ATS Grading Scale, (VI. D.) above.

In general, all assignments should show comprehension of course content and will show progress toward meeting the Student Learning Objectives stated in II., above. Students will receive:  
A for excellent work and ability to use course knowledge, meeting course objectives  
B for good to excellent work that uses course knowledge, with effort toward course objectives  
C for acceptable work showing some course knowledge and effort toward course objectives  
D for work that shows little use of course knowledge and low achievement of course objectives  
F for poor work not showing knowledge of course content and effort toward course objectives
Preparation Form

For Introduction to Spiritual Formation II – Prayer
Use additional pages as needed to express your thoughts. Submit all as an attachment via the corresponding Blackboard Assignment Submission link.

Name ______________________________ Weekly Preparation Form # ______ Date turned in ______

I have completed ______% of this week’s assigned reading.

Major learnings, connections made, significant points for reflection raised by the readings: What chapters or specific prayers impressed you? How these might work together for transformation into the likeness of Christ? (See Student Learning Outcome #3.)

Relationship of learning to ministry application: What do you see, in the readings for this weekend, that should have an impact on prayer ministry in the faith community? What steps would you take to help those to whom you minister include this form of prayer in their own experience?