I. Course Description

This course will expose students to the history and practice of spiritual direction in the Christian tradition. It will address biblical, classical and contemporary models of spiritual direction. Students will develop skills as spiritual guides to mentor and lead others by the power of the Holy Spirit. These skills will enhance students’ own development and growth as leaders in spiritual direction for the formation of others in the church and world.

II. Student Learning Outcomes

This course format consistently meets the same quality, assessment, learning outcomes and requirements of the traditional semester course format.

As a result of this class, the student will be able to do the following:

1. Articulate the biblical foundations and Christian traditions that inform the practice of Christian spiritual discernment and guidance.
2. Not assessed in this course.
3. Express how growth in awareness of and response to God contribute to a missional vision of Christian faith that expresses itself in care for all persons.
   a. Articulate Theology of Becoming
   b. Develop Contemplative silence
4. Not assessed in this course.
5. Not assessed in this course
6. Describe how practices of Christian discipline and devotion contribute to a contemporary approach to soul care, identifying how these can be integrated into the student’s practice of ministry.

III. Course Requirements

A. Textbook(s)


**Recommended Reading**


**Attendance Statement:**
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 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**
Reading/ Engagement with the texts and handout materials. This will be completed in two separate assignments. These are the student’s Reading Journal and the student’s Reading Notebook

1. Reading Journal (Personal Spiritual Guidance) (25 %) DUE DATE: Monday April 13, 2020 at 8:00 am ET.

The texts are to be read reflectively, with journal available. Entries should be made whenever you sense the Lord speaking to you through the material or feel particularly enlightened or stirred by the section you are reading. Format: This journal is to be kept online in a file folder. Created in a Word.doc name of the file fold is student’s Full name – Reading Journal. Example: Brenda Buckwell – Reading Journal. If the readings inspire you to creative journaling, you may create mind map and scan it in and paste into your journal with appropriate date and source information.

The journal should indicate:

✓ Date
✓ Book, page and reference
• Reflections on such questions as:
  o What you are sensing the Lord saying?
  o What are the implications of that “inspiration”?
  o What is your emotional response?
  o How this “inspiration” relates to your past, present, future?
  o What questions does it present?
  o What answers?
  o What tensions?
  o What, if any, transformational dynamics have occurred?
• How could this “inspiration” contribute to growth in awareness of and response to God contribute to a missional vision of Christian faith that expresses itself in care for all persons.
• What does this say about Becoming?

Reading Journal for Personal Spiritual Guidance Due Date April 13th at 8:00 am ET

2. Reading Notebooks (25%) Due dates listed below.

**Paper # 1:** Benner & Moon, Miller and (Fryling) books **(Due 8:00 am February 3, 2020 via email to instructor and bring copy for self for class discussion)**

**Paper # 2:** Laird, and Hagberg books **(Due 8:00 am March 2, 2020 via email to instructor and bring copy for self for class discussion)**

**Paper # 3:** (Lindahl), Benner and May books **(Due 8:00 am April 6, 2020 via email to instructor and bring copy for self for class discussion)**

**Format:** Each paper is 5 pages in length with 1-inch margins and 12-point font. Please double space. Use in-body citations. Format (Author’s last name date of publication, page
number Example: (Buckwell 2016, 37). An additional page for references makes each paper 6 pages.

After reading the texts, write a paper which synthesizes the four or five dominate principles of spiritual guidance that have emerged from the combined reading material. Remember, these texts are not all about spiritual guidance, though they are written as guidance. Thus, the principles will be implied and inherent in the texts.

In these papers you must:
1) Identify the principle(s)
2) Cite the reference(s) where the principle emerged in the various texts
3) Dialogue/discuss the implications this principle has upon spiritual guidance
4) Give one practical suggestion for each principle on how, where, when you would embrace this principle in guiding another. Be specific and directive.

Complete Instructions are attached and, on the class, Blackboard.

3. **Contemplative Silence (15%) Due 8:00 am ET Wednesday April 15.**
   o For the first 12 weeks of the class the student will practice contemplative silence three times a week for 20-minutes each time.
   o The student will keep a log of these times of silence. The log will include:
     - Date, duration of contemplative silence and the activity for contemplative listening.
     - The student will choose a mixture of contemplative techniques from:
       - Sit for 20 minutes in a quiet location(s)
       - Take a contemplative walk for twenty minutes noticing the deeper sounds of nature calling to the student’s spirit
       - Walk a labyrinth
       - Take a photo pilgrimage walk with your digital camera and contemplate deeper seeing beyond the surface.
     - The student will have a final summary from all the learnings of the semester’s contemplative silent times at the conclusion of the log. This summary will highlight how the student has shifted in his or her experience of silence throughout the course of the semester. This assessment of contemplation will include theological themes in reflection upon the student’s overall experience of contemplative silence. In addition to the date log information the **summary of the log is to be at least 3 pages in length, double spaced with 12-point font.** Due 8:00 am ET Wednesday April 15th.

4. **Lectio on Life - Spiritual Journey Paper 35% of final grade Due 8:00 am ET Monday April 27, 2020**
   Using all the textbooks and 3 additional research books (not Internet sources please) and the in class spiritual inventory assessments for type of spirituality and/or the Myers-Briggs assessment to highlight your primary zone for understanding God. The student will deeply listen to their own life. Through this listening the student will
create a synthesis of your personal spiritual journey. You will use the resources to inform your experience.

This may be done in one of two ways: A or B below.
A. By themes of spiritual experience over the years. For example: If silence has been an important part of your spiritual journey, references from the Laird book will be important to use highlighting what happens during contemplative silence for you. How is God noticed for you during silence?
B. Highlight 5 -6 impactful spiritual experiences on your journey thus far.

For either style of paper A or B elaborate on the difference between a heart to sense God and a mind to know God? Is God a mystery, or is He revealed? How have your experienced “Becoming” over the time of your spiritual journey from inception through this class? How have you experienced the apophatic/kataphatic prayers? (You will find information on this in books from the bibliography, particularly Boa and Bourgeault, which are starred in the bibliography). There will be a concluding paragraph on how you imagine you could use this learning in the practice of ministry.

This Lectio on Life deep attentive listening research paper (11-12 page minimum) is your experience reflecting upon it with the eyes of God’s spiritual guidance and revelation through your research with textbooks and the 3 additional sources. Cite all sources used and provide appropriate documentation. You may use either footnotes, endnotes, or parenthetical references to document these citations, following consistently the style you select as described in the seminary’s style guide, A Manual for Writers of Term Papers, Theses and Dissertations by K. Turabian, 7th ed. (University of Chicago Press). Please follow all the standards for written work, including use of inclusive language, as presented in the Ashland Seminary Writing Handbook.

D. Calculation of Grade

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes</th>
<th>Percent of Final Grade</th>
<th>Assignment Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Journal</td>
<td>1,3</td>
<td>25%</td>
<td>April 13, 2020</td>
</tr>
<tr>
<td>Reading Notebook</td>
<td>1,3</td>
<td>25%</td>
<td>Paper # 1 Feb 3, 2020 Paper # 2 Mar 2, 2020 Paper # 3 April 6, 2020</td>
</tr>
<tr>
<td>Contemplative Silence</td>
<td>1,3,6</td>
<td>15%</td>
<td>April 15, 2020</td>
</tr>
<tr>
<td>Lectio on Life with supporting Research</td>
<td>1,3,6</td>
<td>35%</td>
<td>April 27, 2020</td>
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</table>

IV. Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date(s)</th>
<th>Lecture/Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 13-17, 2020</td>
<td>Course Begins –orientation Syllabus review and begin contemplative silence which will be practiced three times weekly for the next 12 weeks.</td>
<td>Readings: Benner &amp; Moon SD &amp; CS Part 1 Miller pages 9-96 Fryling pages 1 - 44</td>
</tr>
<tr>
<td>Week</td>
<td>Days</td>
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<tr>
<td>2</td>
<td>Weekend</td>
<td>Jan. 20 – 25</td>
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<tr>
<td></td>
<td>One class</td>
<td>Friday class Jan 24</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>“Under the Umbrella” Historic background and models of spiritual guidance in the Christian tradition</td>
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<td></td>
<td></td>
<td>Transformation/Contemporary models of Spiritual Guidance</td>
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<tr>
<td></td>
<td></td>
<td>History of spiritual direction various shades of spiritual formation ministries: spiritual friendship (anamma cara), spiritual coaching, spiritual guide, therapy, spiritual direction</td>
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<td></td>
<td></td>
<td>Readings: Laird</td>
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<tr>
<td></td>
<td></td>
<td>Benner SAS pages 1 - 88</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Saturday AM</td>
<td>Jan 25</td>
<td></td>
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<tr>
<td></td>
<td>class</td>
<td>Theology of Becoming (Benner) Perichoretic Nature, Apophatic and Kataphatic mindsets</td>
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<td></td>
<td></td>
<td>Class Discussion</td>
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<td></td>
<td>Prayer discipline: Lectio Divina</td>
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<td></td>
<td>Practicum of Book synthesis</td>
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</tr>
<tr>
<td>2</td>
<td>Saturday PM</td>
<td>Jan 25</td>
<td></td>
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<tr>
<td></td>
<td>Class</td>
<td>Biblical Formation and Guidance</td>
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<td>Jesus as spiritual director</td>
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<td></td>
<td>Triad practice – Becoming</td>
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<tr>
<td></td>
<td></td>
<td>Readings: Benner &amp; Moon SD &amp; CS Part 1</td>
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<tr>
<td></td>
<td></td>
<td>Miller (Fryling)</td>
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<td>3</td>
<td>Jan. 27 – Jan 31</td>
<td>Contemplative silence which will be practiced three times weekly. Working on Reading Journals AND Reading Notebooks</td>
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<tr>
<td></td>
<td></td>
<td>Readings: Benner &amp; Moon SD &amp; CS Part 2</td>
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<td></td>
<td></td>
<td>Miller pages 97 - 198 (Fryling) pages 45 – 98</td>
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<td>4</td>
<td>Feb. 3 – Feb 7</td>
<td>Contemplative silence which will be practiced three times weekly. Working on Reading Journals AND Reading Notebooks</td>
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<td></td>
<td></td>
<td>Readings: Laird pages 7 - 74</td>
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<td></td>
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<td>Benner SAS Assignment Due:</td>
<td></td>
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<td></td>
<td></td>
<td>Reading Notebook Paper # 1 Benner &amp; Moon, Miller, (Fryling)</td>
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<tr>
<td>5</td>
<td>Feb. 10 – Feb14</td>
<td>Contemplative silence which will be practiced three times weekly. Working on Reading Journals AND Reading Notebooks</td>
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<td>Readings: Laird pages 75 - 132</td>
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<td>Benner SAS pages 89 - 212</td>
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<td>6</td>
<td>Feb. 17 – 21</td>
<td>Contemplative silence which will be practiced three times weekly. Working on Reading Journals AND Reading Notebooks</td>
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<tr>
<td></td>
<td></td>
<td>Reading: Laird pages 75 - 132</td>
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<tr>
<td></td>
<td></td>
<td>Benner SAS pages 89 – 212</td>
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</tr>
<tr>
<td>7</td>
<td>Feb. 24 – 29</td>
<td>“Into the Land of Silent Contemplation”</td>
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<tr>
<td></td>
<td></td>
<td>Reading:</td>
<td></td>
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Page 6 of 16
<table>
<thead>
<tr>
<th><strong>Weekend class two</strong></th>
<th><strong>Friday Weekend Class Feb 28</strong></th>
<th><strong>Hearing God/Discernment True Self/False Self</strong></th>
<th><strong>Laird pages 75 - 132 Benner SAS pages 89 – 212</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7</strong></td>
<td><strong>Saturday Class AM Feb 29</strong></td>
<td>Introduction for Three-Way-Listening Formational questions and contemplative listening “Holy Listening and Storytelling” Listening Filters How to apply to small groups Group spiritual direction Lectio Divina Lectio on Life</td>
<td><strong>Prepare:</strong> Background and Question for group spiritual direction</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td><strong>Saturday Class PM Feb 29</strong></td>
<td>Spiritual Inventory Stages in the Life of Faith Spiritual Stages/ Thresholds Triad practice – spiritual inventory Class discussion</td>
<td><strong>Readings:</strong> Hagberg pages xxi - 112</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td><strong>Mar. 2 – Mar 6</strong></td>
<td>Contemplative silence which will be practiced three times weekly. Working on Reading Journals AND Reading Notebooks</td>
<td><strong>Assignments Due:</strong> Reading Paper # 2 Mar 2 @ 8:00 am</td>
</tr>
<tr>
<td><strong>No class</strong></td>
<td><strong>Mar. 9 – 13 SPRING BREAK</strong></td>
<td>Contemplative silence which will be practiced three times weekly. Working on Reading Journals AND Reading Notebooks</td>
<td><strong>Readings:</strong> Hagberg pages 113 – 264 May pages 1 – 62 (Lindahl) pages ix – 58</td>
</tr>
<tr>
<td><strong>9</strong></td>
<td><strong>Mar. 16 - 20</strong></td>
<td>Group Direction and discernment Dark night of the soul Spiritual Dryness Prayer practice: Silence</td>
<td><strong>Prepare:</strong> Background and Question for group spiritual direction</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td><strong>Weekend Three Mar. 23 – 28 Weekend Class Friday Mar 27</strong></td>
<td>Dissolving the barriers where everything belongs (Rohr) Triad practice – stage in life of faith Healing and Wholeness Spirit Types</td>
<td><strong>Readings:</strong> Reading Handouts from Rohr – <em>Everything Belongs</em></td>
</tr>
<tr>
<td><strong>10</strong></td>
<td><strong>Saturday Class AM Mar 28</strong></td>
<td>Contemporary practices of spiritual guidance and spiritual direction for the 21st century church Group spiritual direction</td>
<td><strong>Readings:</strong> Hagberg pages 113 – 264 May pages 63 – 134 (Lindahl) pages 59 – 110</td>
</tr>
<tr>
<td></td>
<td>Mar 30 – April 3</td>
<td>Contemplative silence which will be practiced three times weekly. Working on Reading Journals AND Reading paper # 3 Research Lectio on Life</td>
<td>Reading: Hagberg pages 113 – 264 May pages 135 – 200 (Lindahl) pages 111 – 142</td>
</tr>
<tr>
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<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>11</td>
<td>April 6 – 8</td>
<td>Writing contemplative silence paper Writing completed Reading Journal Research for Lectio on Life</td>
<td>Assignment Due Reading Paper # 3 April 6 @ 8:00 am</td>
</tr>
<tr>
<td></td>
<td>Easter Break</td>
<td></td>
<td>Assignment Due Reading Journal April 13 at 8:00 am Contemplative Silence paper April 15 at 8:00 am</td>
</tr>
<tr>
<td>12</td>
<td>April 9-10</td>
<td></td>
<td>Assignment Due</td>
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<tr>
<td></td>
<td></td>
<td>Contemplative silence paper Writing Lectio on Life</td>
<td>Final paper – Lectio on Life</td>
</tr>
<tr>
<td>13</td>
<td>April 13 – April 17</td>
<td></td>
<td>Assignment Due Lectio on Life April 27 at 8:00 am</td>
</tr>
<tr>
<td>14</td>
<td>April 20 - 24</td>
<td>Writing Lectio on Life</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>April 27 – May 1</td>
<td>Final paper – Lectio on Life</td>
<td></td>
</tr>
</tbody>
</table>

V. 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. Seminary Writing Consultation Service
The Seminary Writing Consultation Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person.  
**To schedule an appointment,** visit Writing Center Online and select “Seminary Writing Center” from the drop down schedule menu.

C. Accessibility Resources and Accommodations
It is Ashland University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to dservices@ashland.edu. The
Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

**ATS Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</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>3.7</td>
<td>92-96</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>89-91</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</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>2.7</td>
<td>83-85</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>80-82</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>77-79</td>
<td>Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>74-76</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>71-73</td>
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</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>68-70</td>
<td>Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
<td>65-67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Below 65</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
</tbody>
</table>

**VI. Lifelong Learning Component**

Students should consider engagement with a spiritual director as a lifelong practice. Students are encouraged to review and enhance their paradigms of God in an ongoing fashion so that likeness to Christ is an accessible lifestyle. Routinely and honestly reflect on one’s current reflection of Christlikeness and practice those disciplines that will foster growth in this. All this should be done in light of the character exemplified in those Christians who have come before us. Specific ideas included:

1. Consider a rhythm of silent prayer retreats.
2. Participate in a small group for prayer.
3. Continue to read resources on prayer and particular traditions of prayer.
4. Meet regularly with a Spiritual Director. To find a spiritual director go to Spiritual Directors International at [www.sdiworld.org](http://www.sdiworld.org) or [www.livingstreamsflowingwater.com](http://www.livingstreamsflowingwater.com)
5. Take one hour a day for prayer, one Sabbath Day a month for prayer and one Sabbath Week a year for retreat with a praying community.

**VII. BIBLIOGRAPHY**

Page 9 of 16
Books with an asterisk (*) will greatly assist with understanding Perichoretic Nature, Apophatic and Kataphatic mindsets.


English, John, S. J.  *Spiritual Freedom: From an Experience of the Ignatian Exercises*


**INSTRUCTION FOR READING NOTEBOOK: SYNTHESIS OF READING MATERIAL**

Synthesis essays are all about presenting a strong position and identifying the relationships between your sources. Don’t fall into the trap of simply summarizing the sources. Instead, make your point, and back it up with the evidence found in those sources.

If there’s information that goes against your main points, don’t ignore it. Instead, acknowledge it. Then show how your argument is stronger.

**Step 1: Read your sources.**

Even before you decide on your position, be sure to thoroughly read your sources. Look for common information among them, and start making connections in your mind as you read.

All of these sources for this class are on the faith journey and spiritual guidance. You will synthesis the information in the books for each paper.

**Format:** Each Paper is 5 pages in length with 1 inch margins and 12 point font. Please double space. Please use in *body citations* in accordance with the DMin handbook page 16.
Step 2: Decide thematic topic/position you will be taking in regard to the books read.

After you work through your sources, decide what position you are going to take. You don’t actually have to believe your position—what’s more important is being able to support your argument as effectively as possible.

Also, remember that once you pick a position, stick with it. You want your argument and your synthesis to be as strong as possible. Sticking to your position is the best way to achieve that.

Step 3: Write an awesome thesis statement.

Once you’ve decided on a position, you need to express it in your thesis statement. This is critical since you will be backing up your thesis statement throughout your synthesis essay.

Example from Harry Potter, my thesis statement would read something like this:
*Students and alumni from Slytherin are not more evil than students in the other houses because they fill the whole spectrum of morality, evil wizards are found in all houses, and their house traits of cunning, resourcefulness, and ambition do not equate to an evil nature.*

Step 4: Draft a killer outline.

Now that you have your argument down in words, you need to figure out how you want to organize and support that argument. A great way to do this is to create an outline. When you write your outline, write your thesis statement at the top. Then, list each of your sub-arguments. Under each sub-argument, list your support. Part of an example outline would look like this based upon Harry Potter:
Thesis statement: *Students and alumni from Slytherin are not more evil than students in the other houses because they fill the whole spectrum of morality, evil wizards are found in all houses, and their house traits of cunning, resourcefulness, and ambition do not equate to an evil nature.*

I. Evil wizards are found in all houses.

A. Source A: Examples of Death Eaters from other houses

B. Source D: Examples of what Death Eaters from other houses did at the Battle of Hogwarts

In my outline, I used my sources as the second level of my outline to give the names of the sources and, from each, concrete evidence of how evil non-Slytherin wizards can be.

This is only an example of one paragraph in my outline. You’ll want to do this for each paragraph/sub-argument you plan on writing.

**Step 5: Use your sources wisely.**

When thinking about how to use your sources as support for your argument, you should avoid a couple mistakes—and do a couple of things instead.

**X Don’t summarize the sources.** For example, this would be summarizing your source: “Source A indicates which houses the Death Eaters belong to. It shows that evil wizards come from all houses.”

**✓ Do analyze the sources.** Instead, write something like this: “Although many Death Eaters are from Slytherin, there are still a large number of dark wizards, such as Quirinus Quirrell and Peter Pettigrew, from other houses (Source A).”

**X Don’t structure your paragraphs around your sources.** Using one source per paragraph may seem like the most logical way to get things done (especially if you’re only using three or four sources). **But that runs the risk of summarizing instead of drawing relationships between the sources.**

**✓ Do structure your paragraphs around your arguments/theme.** Formulate various points of your argument. Use two or more sources per paragraph to support those arguments.

**Step 6: Get to writing.**

Once you have a comprehensive outline, all you have to do is fill in the information and make it sound pretty. You’ve done all the hard work already. The writing process should just be about clearly expressing your ideas. As you write, always keep your thesis statement in mind, so your synthesis essay has a clear sense of direction.

Example:

- **Introduction**
- **Thesis**
  - Main point 1
  - Main point 2
  - Main point 3
- **Body**
  - Main point 1
    - Evidence (quote from a source)
    - Analysis of Evidence
    - This will be several paragraphs
  - Main point 2
    - Evidence (quote from a source)
    - Analysis of Evidence
    - This will be several paragraphs
  - Main point 3
    - Evidence (quote from a source)
    - Analysis of Evidence
    - This will be several paragraphs
- **Conclusion**
  - Restate main points and answer unanswered questions