

Class Information		Instructor Information		First day of classes:	Wed., Sept. 7
Day	Tuesday	Instructor:	Mark Buchanan, BFA, MCS	Last day to add/drop, or change to audit:	Sun, Sept 18
Time:	2:30-5:15	Email:	mbuchanan@ambrose.edu	Last day to request revised exam:	Mon, Oct 24
Room:	L2100	Phone:	403-410-2000, ext. 7907	Last day to withdraw from course:	Mon, Nov. 14
Lab/Tutorial:	None	Office:	L2071	Last day to apply for time extension for coursework:	Mon, Nov 21
FINAL EXAM: None		Office Hrs:	By Appointment	Last day of classes:	Mon, Dec 12

**Textbook:**

- David Benner, *The Gift of Being Yourself*
- Ruth Haley Barton, *Sacred Rhythms*
- Stephen Macchia, *Crafting a Rule of Life*

**Highly Recommended:**

- Richard Rohr, *Falling Upward*
- Ken Shigematsu, *God in My Everything*
- Dallas Willard, *The Divine Conspiracy*

**Course Description:**

This course will explore the nature, goal, ways and means of spiritual formation, as well as mine from Scripture and church history our rich inheritance of spiritual theology and practice. Particularly, we will look at the concept of a *Rule of Life*, with an eye to helping you develop a personal rule that fits your personality, season of life, giftedness, sense of call, and unique social and cultural situation. Overall, the emphasis will be on understanding how to cultivate greater Christ-likeness expressed through your God-given personality, calling, and gifting.

We will also examine the purpose and nature of the Personal Growth Portfolio (PGP) with the intent of integrating it into your overall studies at Ambrose.

As well, you will take electronically the Myers Briggs Type Indicator (MBTI), which we will dedicate an entire class to exploring. (The MBTI profile is also used in PT710 and becomes part of your PGP). You will receive the MBTI questionnaire the first week of class and must complete it no later than the third week.

## Expected Learning Outcomes:

You should come away from this course with an ability to:

1. understand spiritual formation in light of biblical theology;
2. understand spiritual formation in the light of classic historical spiritual disciplines and the Rule of Life;
3. develop a regimen and rhythm of spiritually formative practices - a Rule of Life - matched to your own personality, calling, gifting, cultural-shaping, life-season, and social location;
4. grasp the value of the Personal Growth Portfolio (PGP).

## Course Schedule:

The following is a tentative outline (also note: the order may change):

Sept	13	Introduction: The Theology & Practice of Life to the Full (& intro to MBTI and PGP)
	20	The Theology & Practice of Discerning & Living a Calling
	27	The Theology & Practice of Desire & Self-Denial
Oct	4	Understanding & Applying the MBTI (Joy Ulrich)
	11	The Theology & Practice of a Word-soaked life
	18	The Theology & Practice of Work & Rest
	25	The Theology & Practice of Friendship & Mentorship
		or
		The Theology & Practice of Thanks & Worship
Nov	1	The Theology & Practice of Silence & Speaking
	8	<b>NO CLASS: Modular Week</b>
	15	The Theology & Practice of Prayer & Discernment (Cheryl Buchanan)
	22	The Theology & Practice of Community & Solitude
	29	The Theology & Practice of Forgiveness & Reconciliation
Dec	6	The Theology & Practice of Finishing Well

## Requirements:

### 1. *Spirituality and Vocation Paper (Expected Learning Outcomes 2 & 3)*

a. Explore your sense of call, and evaluate your current spiritual practices in light of it, especially with an eye to what practices you may need for the future. 1500 words.

**Or**

b. Examine one NT letter and reflect on the connection between the content of that letter and the life and vocation of its author - for example, what is the relationship between the Apostle Paul's life and calling and his letter to the Philippians, or between 1 Peter and Peter's own story of following Jesus? 1500 words.

**Or**

c. Explore a single classical spiritual practice (i.e., fasting, solitude, Scripture meditation, alms giving, etc.) and give a brief account of its biblical foundation and its history within the church, as well as discuss its benefits, possible drawbacks, and your own practice or intended engagement with this discipline, with some reflection on how it might benefit you in your calling.

**Due: Monday, October 17, Midnight**

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2. *Develop a Rule of Life (Expected Learning Outcomes 1 through 3)*

Develop a Rule of Life - a plan of spiritually formative practices and rhythms keyed to your personality, season of life, and call - and discuss each practice, why it matters to you, and your plan to implement it within the frame of your personal Rule. 1200-2000 words.

**Due: Monday, November 21, Midnight**

3. *Biblical Character Study with Course Material Integration (Expected Learning Outcomes 1 through 4)*

a. Explore one biblical or historical person (please discuss with the instructor before proceeding - and please start your study early in the semester) with a focus on that person's spiritual formation and vocation (and/or deformation). Be mindful of the implications for your own life. Integrate themes from the course lectures, readings, discussions, and from your own life experience. 2200 words.

**Or**

b. If you chose assignment 1.a, write a second paper on the same theme of 1.a, expanding your perspective by incorporating insights gained from course lectures, readings, discussions, and from your own life experience. (**NOTE:** Doing assignment 1.a is a prerequisite for doing assignment 3.b, but students who choose 1.a are not required to choose 3.b). 2200 words.

**Due: Monday, December 5, Midnight**

4. *Reading Summaries (Expected Learning Outcomes 1 through 4)*

a. Write a 1-page précis of any 2 of the required texts. This is strictly a summary of the book's contents – not a critique, analysis, or response. *Each précis must not exceed 1-page.*

**Due: 1<sup>st</sup> Summary – Monday, October 3, Midnight**

**2<sup>nd</sup> Summary – Monday, November 7, Midnight**

**Or**

b. Write a 3-page summary, critique, and personal response to any one of the required texts.

**Due: Monday, November 7, Midnight**

5. *Reading Tally (see Moodle for template)*

**Due: December 5, Midnight**

<b>Evaluation:</b>		<b>Due:</b>
<b>Assignment 1: Spirituality &amp; Vocation Paper (a, b or c)</b>	<b>20%</b>	<b>Oct 17</b>
<b>Assignment 2: Develop &amp; Discuss Personal Rule of Life</b>	<b>25%</b>	<b>Nov 21</b>
<b>Assignment 3: Character Study or 2<sup>nd</sup> S&amp;V Paper</b>	<b>30%</b>	<b>Dec 5</b>
<b>Assignment 4: Reading Summaries (a or b)</b>	<b>15%</b>	<b>10/3 ; 11/7</b>
<b>Assignment 5: Reading Tally</b>	<b>10%</b>	<b>Dec 5</b>

Please submit all assignment **in Word format only (NO pdfs)** electronically through Moodle on or before the due date (no later than Midnight on due date).

**Late Policy:** Only under extraordinary circumstances (i.e., a life or family crisis, a severe and prolonged illness,

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etc.) will the instructor grant an extension. All requests for extension must be submitted in writing on or before the assignment's due date. Otherwise, any submissions received later than midnight on the due date will be deemed late and penalized at a 5% deduction per day. Any submission later than a week past the due date, unless negotiated with the Instructor & Registrar, will automatically receive an F. **NOTE: DO NOT** ask for an extension unless there you meet the above criteria.

**Format:** All papers must:

- be double-spaced (except for reading reports, which can use 1.5 spacing);
- use *Times New Roman*, *Arial* or *Garamond* 12-point font;
- be numbered;
- include a word tally on the last page;
- include a title page;
- cite sources properly. NOTE: you can use your preferred style (e.g. Kate Turabian's *Manual for Writers*, or *The Chicago Manual of Style*), but must remain consistent throughout the entire paper;
- use inclusive language. You are encouraged to avoid exclusive use of masculine terminology in reference to people in the general sense.

<b>Attendance:</b>
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Although attendance makes up no portion of your grade, you are expected to fully participate in class discussions and to integrate the course material into your written work. Therefore, make every effort to attend and participate in each class.

<b>Grade Summary:</b>
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The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform College-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

## How to Write a Good Academic Paper (Adapted from an article by Dr. Bill McAlpine)

Reading a thoughtful, well-argued, well-researched, well-written paper is one of a teacher's delights. Reading a poorly reasoned, thinly researched, sloppily written one, one of a teacher's torments.

You are asked to write an *academic paper*. This is not the same as an essay, personal reflection, or thought-piece. It's its own creature. Hopefully the following suggestions will help you.

- ✓ **Research.** Start thinking about and reading for the paper early. Insight from good research seldom, if ever, comes from crunching and scrambling. Asking God for a miracle when you've put off your research until the last moment is an act of presumption, not faith. Complete most of your research before starting to write. Try to establish a preliminary outline early in the process. **(please consult Late Policy in syllabus).**
- ✓ **Reflection.** Prior to writing your final draft you should be able to answer the following questions:
  - What is my central theme?
  - What questions I am addressing related to this theme?
  - What line of argument am I taking in answering these questions?
- ✓ **Thesis.** Surprise endings are great in movies but terrible in academic papers. The ending, and how you arrive at it, should be evident from the beginning. Your first paragraph should grab the reader's attention and convince him/her that what follows merits their careful attention and reflection. Your second paragraph should provide a clear purpose statement, and should describe the overall direction of your paper, the conclusions you have come to, and the line of argument you will take to get there. This, in essence, is your thesis.
- ✓ **Argumentation, not assertion.** A good academic paper both develops and demonstrates your skills of analysis, evaluation, and critical thinking. Therefore, a bare summary of other people's views and ideas is inadequate. Likewise, bald assertion of your personal opinion or conviction devoid of reasonable argumentation and substantiation is inadequate.
- ✓ **Conclusion:** Conclude well. A summary is not a conclusion. A conclusion demonstrates that you have interpreted, reflected on, and, where appropriate, applied your research convincingly
- ✓ **Style:** Academic writing does not have to be boring. Be creative. Be interesting. Avoid clichés and the passive voice. Each paragraph should address one idea and each sentence should be grammatically correct (that is, it should contain at least a subject and a verb). Use a rich and varied vocabulary but also strive for simplicity, brevity, and clarity - avoid too many words and too many big words. Read your paper out loud, or have someone else read it to you: even beginner writers can *bear* sloppy writing better than they can *see* it.

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## Bibliography

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## Policies:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

### Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

### Exam Scheduling

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4)

extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

### Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change



of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

### **Academic Integrity**

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

**Note:** Students are strongly advised to retain this syllabus for their records.