



## **THE SPIRITUAL LIFE (MN790B)**

### **SYLLABUS & COURSE SCHEDULE**

Fall 2006, Thu, 6:00-9:00 p.m., Main Campus, Wahiawa

Kevin James Gilbert, Ph.D.  
President; Associate Professor of Theology

<mailto:kgilbert@hits.edu>

<http://www.hits.edu/MN790B.htm>

Phone: 622-HITS (4487); 779-4499

### **Part I, Syllabus**

#### **Course Description**

*"Students will learn about the spiritual life from a Christian perspective. Attention will be focused on such topics as the spiritual disciplines and spiritual direction," (HTS Catalog).*

More specifically, the course will seek development of a more spiritual, less materialistic life within American culture. The course aims to help the student think and live in a Christian way.

Materialism in some respects springs from narcissism (self-love). This semester we will stress replacing some self-focused time and activity with the arts of Christian spirituality. Primary attention will be given to the development of the disciplines of the Christian life.

### **General Course Goals**

This course has been designed so that you will:

1. Gain an appreciation for the value and significance of devotion to the Christian life through reflection upon yourself, your community, and Christ Jesus.
2. Become familiar with classical spiritual disciplines through biblical and historical literature and through classroom dialogue.
3. Progress in the personal disciplines toward maturity in the imitation of Christ.
4. Employ the disciplines in your community for practical and positive influence.
5. Deepen your own understanding of and relationships with God and one another.

## **Specific Course Objectives**

In that this course seeks to help you further develop spiritual disciplines, you should be able to:

1. Define the spiritual life.
2. Identify key disciplines, persons, and their influences in the history of spirituality.
3. Explain the interaction of various sources in Christian meditation.
4. Address the function of the Bible in the Christian devotional life.
5. Report the results of applying spiritual disciplines in personal and group experiences.
6. Explain the various forms of divine communication and their contemporary roles.
7. Memorize and make relevant contemporary use of biblical texts related to spirituality.
8. Evaluate the value of individual and communal spiritual disciplines.

## **Course Requirements**

1. **Attend Class.** To prepare students for the fulfillment of the objectives of this course, classes are held Thursdays, August 24 - December 7, 2006. The topics of the classes are listed on the Course Schedule provided with this syllabus. Attendance at each of the classes is required. Up to four absences for illness or other conflicts may be excused without notification. In cases of prolonged illness or injury that will cause you to miss several class sessions, you should consult with the professor for options regarding your status in the course. Otherwise, absences in excess of four class sessions will be reflected in the course grade.
  - a. **"Handouts"**-- Photocopied or electronic media will be made available to the class from time to time. Class Outlines, when provided, must be brought to class on the days they will be discussed and may be found under the "Classes" button on the professor's Web page: <http://www.hits.edu/MN790B.htm>. If you do not receive a copy, electronic address, or password of a document, please contact the professor. Note: These materials are for your personal use only. Do not copy or distribute them to individuals not registered for this course. Any requests for these materials by persons not registered for this course should be directed to the professor.
  - b. **Taping**--You may tape class classes for your personal study only. Such tapes are not to be distributed to individuals not registered for the course.
2. **Read the following in the manner described below:**
  - b. **Required:**

Adler, Mortimer and Charles Van Doren. Chapters 21; 1-5; 18; 10-11 in *How to Read a Book: the Classic Guide to Intelligent Reading*.

*Bible*. Choose a contemporary English translation, e.g., NASB, NIV, TNIV, NKJV, NRSV, etc.

Gilbert, Kevin James. "Class Outlines for 'The Spiritual Life'" (Handouts)

Mayeux, Randy. "Read: You've Got To!" (Handout)

Whitney, Donald. *Spiritual Disciplines for the Christian Life*. Colorado Springs, CO: NavPress, 1994. (Course Textbook).

\_\_\_\_\_. *Spiritual Disciplines for the Christian Life Workbook*. Colorado Springs, CO: NavPress, n.d. (Course Textbook)

**b. Optional** (for selected ELC Projects)

Willard, Dallas. *The Divine Conspiracy*.

Lynn Anderson, *They Smell Like Sheep*

Hans Von Campenhausen, *Ecclesiastical Authority and Spiritual Power*.

David Johnson & Jeff Van Vonderen, *The Subtle Power of Spiritual Abuse*.

Ken Blue, *Healing Spiritual Abuse*

Ronald Enroth, *Recovering from Churches that Abuse*

Jeff Van Vonderen, *When God's People Let You Down*.

**c. Disclaimer:** Course materials may or may not reflect the views of the instructor, faculty, staff, or administration. Course materials are chosen for their potential instructive value, which includes the analysis and critique of alternative interpretations.

**d. Readings** are to be completed and recorded by units. Units are whole articles, groups of articles, whole chapters, or groups of pages within a chapter. The units which you are to read are listed on the Course Schedule and on the "Reading Assignment Grade Sheets" (RAGS). These units must be read prior to the class hour on which they are due. Late readings are not accepted for credit except in extreme circumstances of lengthy incapacitation which requires extension of all course requirements beyond the end of the semester.

i. In order to report a unit of reading, you must have read its contents in their entirety, intelligently, and critically. "Entirety" means that all of the unit must be read before credit will be assigned. Partial completion of a reading unit will not be credited. "**Intelligently**" means understanding what you are reading when you are "reading" it. (**This may involve looking up words in a dictionary!**) It means being able to follow the author's train of thought including any arguments that are presented. "Critically" means judging the strength or soundness of the author's

presentation. Note: To receive credit for reading from assigned class outlines you must look up and read major Scripture texts cited in that reading.

ii. How to report reading assignments for credit. On the Reading Assignment Grade Sheet, keep a record of reading units which you have completed in the manner described above (see "i" above). Be sure to write your name and date submitted on the form. Write the total number of units completed in the space provided and sign your name on the signature line confirming your completion of the assigned units. Turn in the forms at each exam (i.e., RAGS I at exam 1; RAGS II at exam 2; RAGS III at the final exam).

### **3. Take Three Exams.**

a. These exams will cover all assigned readings except the optional reading for Experience Learning Components (ELCs) discussed in requirement 4 below, as well all class lectures. All exams will be multiple choice. The final will be comprehensive and 10% of it will cover material from your University Bible classes.

b. Study questions will be provided to guide your preparation. Do not use or consult exams given in this course in previous years. You should think carefully about how the class reading or class presentation answers the study questions. Compare and contrast issues, ideas, and names with one another to make sure you have a grasp on the material. Note the specific terms, vocabulary, and grammar of the author as you study any particular issue. Note especially biblical texts and the language of those texts which are taken up by the author in developing a theological position, idea or issue. The study questions guide you to specific areas in the class readings and classes which you are to study and master. The multiple choice questions on the exam are designed to test how well you understand them.

c. The exams must be taken in class on the dates for which they are scheduled unless an alternate time has been approved by the professor. Rescheduling due to out of town travel must be made during the first two weeks of class (emergency travel for critical illness or funeral services exempted). In such cases, the exam must be taken by the fifth class day following the exam. Exams may not be taken prior to their dates listed on the Course Schedule or the Final Exam Schedule. Other alternate arrangements for taking an exam late are allowed only in the case of physical incapacitation at the time of the exams and must be made by the class period following the scheduled exam. As a rule of thumb, an acceptable last minute excuse from an exam will be equivalent to an acceptable last minute excuse from a preaching assignment or from your own wedding.

d. If the average of your first two exams is below 80, you will have an opportunity to be reexamined over the combined material of those first two exams in order to raise that average up to an 80. (A score of 80 or higher on this retake exam will raise the average of your first two exams to an 80.) This reexamination is optional and will be given during

the second hour of the final exam period. The exam format will be the same as in "3a" above. Use the study questions that were distributed for exams 1 and 2 to prepare.

e. Usually, the grades for the first two exams will be posted outside the classroom the first class day following the exam next to a confidential "password" provided to the professor by the student (Not acceptable are Social Security Numbers, ID numbers, Dorm Room numbers, and other easily identifiable "codes.") Students may refrain from participating in this exam grade listing and wait to receive their exam grades on the review days (times for reviewing questions missed on the first two exams will be announced during a regular class). Do not contact the professor about exam grades prior to these review days.

f. All exams are the property of the professor. You are not to take your exam from the examination or reviewing session. You are not to make any copy of the exam or exam questions.

#### **4. Complete Two ELC's (Experiential Learning Components).**

Journaling  
Group Project

##### **a. Report on Each Project.**

i. Journaling. Keep a hand-written spiritual journal in which you include the fruits of your active and contemplative spiritual journey this semester. It must include the following: (a) A spiritual autobiography, i.e., where you find yourself at the beginning (more below); (b) how you have planned to practice/improve one (no more) spiritual discipline; (c) how you proceeded; (d) struggles, victories, insights, and/or newfound aspect(s) of your personal place in the church and the world; and particularly, (e) notes related to reading assignments compiled in preparation for the class at which they are due—I recommend taking notes, composing your musings on your Class Outlines & in Whitney's *Study Guide*, and including them in your journal. Bring the journal to all classes and to one review meeting with the professor (to be scheduled).

(a) **Spiritual Autobiography.** Write this section of your journal in the first person and include the following: Home life and family background; circumstances leading to your contemplation of Jesus and profession of faith (or lack thereof) in him as Lord; significant persons, experiences, and developments which influenced your spiritual life and growth; and finally, define to the best of your ability your call to a place in the priesthood of believers we variably call the church, the people of God, etc., supported by personal confirming experiences and the responses of others. The version in your journal should be viewed as a draft which you will

develop into a double-spaced paper not to exceed 6 pages & to be viewed by the professor only.

**(b) Confidentiality.** Your journal is for you and God alone, though you are free to share with the class or professor at your discretion. It will be graded generally by volume, i.e., *either by your self-reporting on a Journaling Confirmation form, or at a private journal appointment with the professor. If you choose the latter, he will quickly flip through it to see the number of pages with writing and ask you several questions about your journaling experience. Pages on which information exists that you do not wish him to see inadvertently should be folded over prior to the appointment.* Consider that your ability to be vulnerable and transparent about the process of Christian growth occurring in your personal life can serve to encourage others on their own pilgrimage.

**(c) Workbook.** Complete portions of Whitney's Study Guide corresponding to assigned readings in Whitney's text. The workbooks must be brought to class daily and may be collected at the professor's discretion at any time during the semester to check progress.

## ii. Group Project

**(a)** Choose one of the following *projects*:

**(1) Read and Reflect to Act 1:** Read and reflect on the following book: Dallas Willard, *The Divine Conspiracy*. Participate in group dialogue meetings with others choosing this ELC option. Respond in group action. Report. **3 hours.**

**(2) Read and Reflect to Act 2: Comparison/Contrast.** Read and reflect on the following books to compare & contrast: Lynn Anderson, *They Smell Like Sheep* and Hans Von Campenhausen, *Ecclesiastical Authority and Spiritual Power*. Participate in group dialogue meetings with others choosing this ELC option. Respond in group action. Report. **3 hours.**

**(3) Read and Reflect to Act 3: Complements.** Read and reflect on the following book and one other from the last three (1, 2 or 3) to determine how they complement one another: David Johnson & Jeff Van Vonderen, *The Subtle Power of Spiritual Abuse*. (1) Ken Blue, *Healing Spiritual Abuse*; (2) Ronald Enroth, *Recovering from Churches that Abuse*; (3) Jeff Van Vonderen, *When God's People Let You Down*. Participate in group dialogue meetings with others choosing this ELC option. Respond in group action. Report. **3 hours.**

**(b) Type or Word Process/Machine Print a Report.** Record your experiences in your journal. Then from your notes, compose a personal report of your experience consisting of not more than 3 typed,

double-spaced pages. These must address the "5 W's and H:" who, what, when, where, why, and how. These elements do not possess equal importance, so don't spend equal time and space on them (i.e., don't devote 1/3 of your paper to "who" or to "when"). Furthermore, each Group must, as a group, compose a consensus position regarding the most important aspects of the experience. This should be a summary statement of about 1/2 a page (this may be typed or hand written; see "The reporter's responsibility" below).

(1) **Whom** you worked with: names of institutions, people, etc.

(2) **What** details of your experience were significant.

(3) **When** your group met and/or took part in the experiences.

(4) **Where** your experiences took place or your group met.

(5) **Why** you chose your specific project.

(6) **How** you would proceed differently in the future.

(c) **Organize your group as quickly as possible.** Select one person to function as director and one to serve as reporter. These positions are purely functional and neither positions of honor nor producers of extra credit. Anyone who feels that he or she has talents suited to function as either director or recorder should volunteer to do so. Here and throughout the project or discussion, practice Christian grace & humility, deference to one another, sacrificial service. Before the end of the discussion, the group must summarize its conclusions and attempt to form a consensus. These summary group responses will contribute to the final grade of the project (see below).

(d) **The director is not the spokesperson of the group.** His or her only responsibility is to pace the discussion so that it does not bog down and waste time. The director should make sure the discussion covers all the questions/problems raised. Keep things moving by majority consensus, being sensitive to the needs of the group to spend more time on more significant questions/problems or less time on tangential ones.

(e) **The reporter's responsibilities** are to record the names of those present at the discussion, to accurately write down the group's official conclusions to its discussions, and to collect individual written work (completed prior to discussion) from each member at the end of the session.

iii. **The grade for *each* Experience Learning Component will be as follows:**

Hours Completed	Missing both thoughtful written responses and participation in ELC	Missing either thoughtful written responses or participation in ELC	Completed both thoughtful written responses and participation in ELC
0-0:59	F	F	D
1-1:29	F	D	C
1:30-1:59	D	C	B
2	C	B	A

**Outstanding or poor journaling or group conclusions** will affect individual grades in the following manner: high quantity journaling and insightful conclusions clearly articulated on the group projects will raise the grade to a plus (+); low quantity journaling and superficial conclusions on the group projects will reduce individual grades to a minus (-).

**b. Participation in the group projects may be excused** only in cases of travel arrangements made prior to the end of the second week of class, infectious disease or paralysis. In such cases, a 2 to 8 page typed essay related to the group project will be accepted as a substitute for participation in the volunteer hour or group meeting (length depends on the number of group hours missed, i.e., 1 hour missed = 2 pages; 2 hours = 4 pages, etc.).

**5. The above requirements may be altered, deleted, or other requirements added at the discretion of the professor.**

**6. Adhere to the Honor Code.** You are expected to abide by the Seminary's Code of Conduct on all reporting, assignments, exams, *et cetera*. Study the portion of your Student Handbook devoted to the Code to be sure that you understand the code and its implications.

## **Course Grading**

### **1. Factors determining the Course Grade:**

The overall grade is a composite of several factors. It is not a measure of personal worth or necessarily of the amount of information that a student feels he or she has learned. Rather it is a cumulative figure that bears a relationship to the student's successful completion of the course requirements.

- a. The three exams** will be averaged together and count as 50% of the course grade.
- b. The two ELCs** will comprise 30% of the course grade (15% each).
- c. The reading grade** = units completed/units assigned. 20% of the course grade.
- d. Class attendance.** Each absence in excess of 2 subtracts 4% from course grade.



(Contact the professor regarding any prolonged absence).

## 2. Explanation of Letter Symbols:

**A** = work of exceptional quality.

**B** = work of commendable quality. Commendable means praiseworthy. A majority of students usually achieve this quality in their overall course grade.

**C** = work of an acceptable but not distinguished quality. Such work is deemed a satisfactory and adequate completion of the course objectives.

**D** = work of a minimal but passing quality.

**F** = Failure to do minimal work with no credit given.

## 3. Numerical and Letter Distribution (for class assignments, not course grade)

100-98 A+	89-87 B	80-78 C	71-69 D
97-95 A	86-84 B-	77-75 C-	68-65 D-
94-93 A-	83-81 C+	74-72 D+	64-0 F
92-90 B+			

## Office Hours

By appointment. E-mail communication is encouraged.

## Part II, Course Schedule

<u>Date</u>	<u>Topic</u>	<u>Reading Assignments</u>
Aug 24	Introduction	Syllabus
Aug 31	LO 1: What's a "Christian Mind and Devotional Life?"	Ad:21; Mayeux
Aug 31	LO 2: Reflection, Contemplation, and Journaling	Ad:18; W:205-22
Aug 31	LO 3: Hie! To the Books: The Discipline of Reading	W:223-34
Sep 7	LO 4: Study: Natural or Acquired Skill?	Ad:1-5
Sep 7	LO 5: Learning as Life	LO:1,2,3,4
Sep 7	LO 6: Benefits and Detriments of Environment	Ad:10-11; W:181-203

Sep 14	LO 7: Solitude and the Contemplative Life	
Sep 14	LO 8: Silence in the Presence of God and Others	LO:5,6,7
Sep 14	LO 9: Prayer as Dialogue	W:65-83
Sep 21	LO 10: Types, Purposes, and Efficacy of Prayer	
Sep 21	LO 11: The Community of Prayer	LO:8,9,10
Sep 21	LO 12: Sensitivity to Divine Speech (SDS) in Creation	W:1-41
Sep 28	LO 13: SDS in the World, Part 1: Video	LO: 11,12
Sep 28	LO 13: SDS in the World, Part 1: Video (continued)	
Sep 28	Review	
Oct 5	Exam 1 (Covering class material up to and including LO 10); RAGS I Due	
Oct 5	LO 14: SDS in Scripture: Appropriation and Misappropriation	
Oct 5	LO 15: Physical Disciplines: Fasting, Part 1	W:159-180
Oct 12	LO 16: Physical Disciplines: Fasting, Part 2	
Oct 12	LO 17: PD-Labor, Part 1	
Oct 12	Group Meetings	
Oct 19	Fall Break, No Class	LO:15,16
Oct 26	LO 18: PD-Labor, Part 2	W:186-189
Oct 26	LO 19: Fellowship and Association	

Oct 26	Review	LO:17,18
Nov 2	Exam 2 (Covering Material from LO 11-17); RAGS II Due	LO:19,20
Nov 2	LO 20: Confession and Profession	
Nov 2	LO 21: Community Confession	
Nov 9	SDS in the World, Part 2: Audio 1 [Prof @ TRACS]	
Nov 9	SDS in the World, Part 2: Audio 2 [Prof @ TRACS]	
Nov 9	Group Meetings [Prof @ TRACS]	
Nov 16	Review Exam Results	W:115-129
Nov 16	LO 22: Service & SDS in Service	W: 115-130; SG: 57-65
Nov 16	The Sacrifice of Dying, and of Living	W:131-158; SG: 66-75
Nov 23	Thanksgiving Holiday, No Class	
Nov 30	LO 27: Economy: Simplicity Built on Complexity; Frugality on Abandon	
Nov 30	LO 28: Submission in Ideal and Fallen Structures	
Nov 30	Group Meetings	
Dec 7	LO 29: Worship: A Commitment of Worth	W: 85-98; SG 41-48
Dec 7	LO 30: Celebration and Jubilation	
Dec 7	Review; Group Projects and Journal Confirmations Due	
Dec 14	Exam 3: Essay Questions from Study Guide; other questions from LO's 18-30; RAGS III & Journaling Confirmation Due	

Dec 14      Make-Up Exam to improve Exam grade average on  
              exams 1 & 2

**Reading & Workbook Key**

Ad:# = Adler, *How to Read a Book* and chapter or page #s.

LO:# = Class Outline & #Marty = Martin E. Marty article, "M.E.M.O."

Mayeux = "Read: You've Got To!"

W:# = Whitney & page #s (corresponding sections of workbook to be completed as well).

Name \_\_\_\_\_

HTS MN790B

Dr. Gilbert

Box # \_\_\_\_\_

### READING ASSIGNMENT GRADE SHEET I

<u>Date</u>	<u>Reading Assignment</u>	<u>Units Completed</u> (Check ✓)
Aug 25	Syllabus.....	_____
	Adler, Ch. 21; Mayeux.....	_____
Aug 28	Adler, Ch. 18; Whitney, pp. 205-222.....	_____
Sep 1	Adler 1-5.....	_____
Sep 4	Lesson Outlines 1-4.....	_____
Sep 6	Adler 10-11; Whitney, pp. 181-203.....	_____
Sep 11	Lesson Outlines 5-7.....	_____
Sep 13	Whitney, pp. 65-83.....	_____
Sep 18	Lesson Outlines 8-10.....	_____
Sep 20	Whitney, pp. 1-41.....	_____
<b>TOTAL NUMBER OF UNITS COMPLETED.....</b>		_____

Fully understanding the Seminary's Code of Conduct, I certify that the units checked and totaled above I have read intelligently, critically, in their entirety, along with biblical texts cited in them and the Lesson Outlines, prior to the class hour at which they were due.

\_\_\_\_\_  
Signature

Name \_\_\_\_\_

HTS MN790B

Dr. Gilbert

Box # \_\_\_\_\_

## READING ASSIGNMENT GRADE SHEET II

<u>Date</u>	<u>Reading Assignment</u>	<u>Units Completed</u> (Check ✓)
Sep 27	Class Outlines 11-12.....	_____
Oct 4	Whitney, pp. 159-180.....	_____
Oct 13	Class Outlines 15-16.....	_____
Oct 16	Whitney, pp. 186-189.....	_____
Oct 23	Class Outlines 19-20.....	_____
Oct 25	Whitney, pp. 115-129.....	_____
<b>TOTAL NUMBER OF UNITS COMPLETED.....</b>		_____

Fully understanding the Seminary's Code of Conduct, I certify that the units checked and totaled above I have read intelligently, critically, in their entirety, along with biblical texts cited in them and the Lesson Outlines, prior to the class hour at which they were due.

\_\_\_\_\_  
Signature

Name \_\_\_\_\_

HTS MN790B

Dr. Gilbert

Box # \_\_\_\_\_

### READING ASSIGNMENT GRADE SHEET III

<u>Date</u>	<u>Reading Assignment</u>	<u>Units Completed</u> (Check ✓)
Nov 10	Whitney, pp. 115-130.....	_____
	Study Guide, pp. 57-65.....	_____
Nov 17	Whitney, pp. 131-158.....	_____
	Study Guide, pp. 66-75.....	_____
Dec 1	Whitney, pp. 85-98.....	_____
	Study Guide, pp. 41-48.....	_____

**TOTAL NUMBER OF UNITS COMPLETED.....**\_\_\_\_\_

Fully understanding the Seminary's Code of Conduct, I certify that the units checked and totaled above I have read intelligently, critically, in their entirety, along with biblical texts cited in them and the Lesson Outlines, prior to the class hour at which they were due.

\_\_\_\_\_  
Signature

Box # \_\_\_\_\_

HTS MN790B  
Dr. Gilbert

## JOURNALING ASSIGNMENT GRADE SHEET

1. Briefly discuss the negative aspects, if any, of your journaling assignment.
2. Briefly discuss the useful aspects of your journaling assignment.
3. Summarize your journaling assignment overall, including personal prospects for future journaling.
4. Have you journaled for 3 hours or more (or 2 hours or more and met with the professor about journaling), outside the class but related to the class? **Circle one:**    **Yes**    **No**  
***If no***, how much time have you spent journaling in the manner the syllabus prescribes?

**Honor Code Affirmation.** *On my honor as a Christian lady or gentleman, and one specifically committed to the seminary Code of Conduct, I hereby affirm that the above information is true.*

Signature of Person Named Above