SEED570 Introduction to Spiritual Formation
Fall 2009
Professor Mike Brimmage

Class Meets: Wednesdays 4:30 – 7:20pm, White 46

Mike’s Office Hours:
I am available by appointment on Mondays and Fridays
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School of Education Mission Statement
"To equip Christian educators to impact public, private, mission, and homeschools through biblically-centered education, scholarship, and service."

School of Education Vision Statement
“To equip a generation of influential educators focused on God’s calling, devoting their strengths, gifts, and scholarship, to meet the need of diverse students and to advance the Kingdom of God.”

I. Course Description
This course focuses upon the importance of self-understanding and knowing God for spiritual growth and emotional well-being as well as effective ministry to hurting people. It includes an investigation into the impact of personal and family history on theological outlook, emotional congruence, relational attractions and moral decisions. It also includes a general introduction into spiritual formation, personal transformation and openness to the Spirit through prayer. Several personal assignments and soul projects will be assigned for the purpose of integrating the material into one’s life.

II. Goals
   A. To introduce spiritual formation; including a brief overview the history of spiritual formation and the relationship between spiritual formation and the various Christian denominations and traditions and the modern-day church.
   B. To explore in thought and prayer how ones family of origin and education has helped and hindered ones spiritual growth and what it might look like open to the Spirit and not the flesh. This includes a look at a theologically and spiritually integrative approach to education.
   C. To introduce the students to the discipline of “Spiritual-Theology” as a justification and approach to understanding the spiritual life from the data of Scripture and nature.
   D. To understand the problem of Christian growth in regards to the dynamics of sin evident in (1) original sin and moralism, (2) our early relational history and attachments and (3) our personal history of sin in creating the “hidden heart.”
   E. To open oneself to the Double Knowledge of God and the Self for real growth and to explore one’s hidden heart and why we sin when we know so much. To grow in knowledge of oneself just as God knows each of us and to know God as much as a human is able; to explore and excavate the truth of the “hidden heart” and one’s unconscious theology versus one’s conscious theology.
   F. To ground spiritual growth in a Reformation view of the cross (justification by faith) and the New Covenant ministry of the Spirit.
   G. To understand the spiritual states and experiences of consolation and desolation and God’s purposes in each in the life of the believer.
   H. To gain a clearer picture of what is going on in the life of a mature believer struggling with times of spiritual dryness, desolation, and an understanding of “spiritual dark nights.”
I. To open one’s heart to the Lord in light of the course content and personal spiritual journey by means of phenomenological prayer response projects.

J. An overview of historical Christian Spiritual Disciplines and their practical relevance to spiritual formation and personal growth in relationship to God and the community of faith.

III. Course Requirements

A. Pass 10 semi-weekly experiential projects (1-2 hr each plus a one-two page phenomenological report)- 100 points

B. Pass one Midterm exam (the exam may contain a spiritual exercise). 100 points

C. Prayers of Intention: 5 days a week for 30 minutes: Beginning Week 10 & a two page experiential report. 100 points

D. Pass final project: Self-Assessment in Prayer and Vocation as an Educator. 100 points

E. Reading: At two places in class schedule, you will indicate the percentage of readings accomplished (readings will be discussed at those class sessions). No late readings accepted. 100 points

500 points total

III. Books

A. Calhoun, *Spiritual Disciplines Handbook* [All by the Final]

B. Foster, *Prayer: Finding the Heart’s True Home* [All by the Final]

C. Mulholland, *Invitation to a Journey* [All by the midterm]

D. Nouwen, *The Way of the Heart* [All by the Final]

E. Willard, *Renovation of the Heart* [All by the Midterm]

Articles/Handouts (To be passed out in class)


B. “Spiritual Formation Agenda, Three priorities for the next 30 years,” Christianity Today, Feb 4, 2009 article by Richard Foster. [Midterm/Handout]

C. Coe, John “Intentional Spiritual Formation in the Classroom” CEJ [Midterm/Handout]

D. Coe, John “Hidden Heart: Why We Sin When We Know So Much” [Midterm/Handout]

E. Coe, J. “Moving From Moral to Spiritual Formation,” *Journal of Spiritual Formation and Soul Care* [Midterm/Handout]

F. Coe, John, “Musings on the Dark Night of the Soul,” *Journal of Psychology and Theology* [Final/Handout]

IV. Course Schedule


-Prayer Project 1: My Spiritual Journey

Sept. 2 History of Spiritual Formation (con.) Neurotic & healthy conscience & our approaches to God, Dual Knowledge, Consolation and Desolation; (Sharing our spiritual journeys)

- Article: Spirituality in Education and Classroom:

Coe, John “Intentional Spiritual Formation in the Classroom” CEJ

-Prayer Project 2: Consolation & Desolation
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| Sept. 9 | Spirituality in Education and Classroom; Spiritual Theology (Sharing our spiritual journeys)  
--Hand-out Spirituality in Education and Classroom:  
Coe, John “Intentional Spiritual Formation in the Classroom” CEJ  
-Prayer Project 3: Spiritual formation and education |
| Sept. 16 | Moving from Moral to Spiritual Formation: Guilt, Shame, Parenting and a Protestant view of the role of the cross in redemption (Sharing our spiritual journeys) |
| Sept. 23 | Problem of the Heart: why we sin when we know so much (Sharing our spiritual journeys)  
-Prayer Project 4: The Hidden Heart |
| Sept. 30 | How the Heart Became Hidden: Original Sin |
-Hand out Exam Study Questions  
-Prayer Project 5: Spiritual formation and parenting |
| Oct. 14 | Life Maps & Prayers of Intention  
-First Reading Due [Invitation to a Journey and Renovation of the Heart will be discussed in class]  
-Hand-out Life Maps & Prayers of Intention Assignment  
-Prayer Project 6: Life Maps |
| Oct. 21 | No Class – Torrey Memorial Bible Conference |
| Oct. 28 | In-Class Exam |
| Nov. 4 | Dark Nights (Consolation and Desolation) and the Psychology of the Spiritual Disciplines  
-Prayer Project 7: Responding to spiritual dryness |
| Nov. 11 | Family Sculptures  
-Prayer Project 8: Family Sculptures |
| Nov. 18 | Spiritual Disciplines: Rhythms, Regimens, Rule of Life  
Final Project Assigned  
-Prayer Project 9: Prayer of recollection |
| Nov. 25 | No Class: Thanksgiving Holiday |
| Dec. 2 | Spiritual Disciplines (Disciplines of Abstinence and Engagement  
-Prayer Project 10: Prayer of Examen |
| Dec. 9 | Spiritual Disciplines wrap up (Discuss Prayers of Intention Experience)  
-Prayers of Intention Response Paper Due  
-Final reading due and discussed [Prayer, Finding the Heart’s True Home and The Way of the Heart will be discussed] |
| Dec. 16 | Final Project Due & Discussed in class  
-Class Celebration |
Grading Policy

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*Student teaching requires a “B-“ or better. All education students graduating with an M.A. in Education or M.A.T must have a 3.0 cumulative GPA requirement.

Disability Statement

"Students desiring accommodations on the basis of physical, learning, or psychological disability for this class are to contact Disability Services. Disability Services is located in the Learning Center (upstairs in the Biola Library) and can be reached by calling 562.906.4542 or extension 4542 from on campus."

Attendance Policy

Due to the nature of this course, participants are expected to attend all sessions. In the event of an illness or unforeseen conflict that would cause a student to miss a session, please notify the professor by email.

Plagiarism

We are committed at Biola University to ethical practice in teaching, scholarship, and service. As such, plagiarism and other forms of academic dishonesty will not be tolerated. It is imperative that you present all written, oral, and/or performed work with a clear indication of the source of that work. If it is completely your own, you are encouraged to present it as such, taking pleasure in ownership of your own created work. However, it is also imperative that you give full credit to any and all others whose work you have included in your presentation via paraphrase, direct quotation, and/or performance, citing the name(s) of the author(s)/creator(s) and the source of the work with appropriate bibliographic information. To do otherwise is to put oneself in jeopardy of being sanctioned for an act or acts of plagiarism that can carry serious consequences up to and including expulsion from the university.

School of Education Appeal Policy

It is the desire of the School of Education to serve each student equitably and fairly in each and every circumstance. Should you encounter a situation in which you feel that you have been treated unfairly, please see the Biola University Graduate Handbook for the complete Policy for Appeals of Academic Decisions.