



DISC 5170 Introduction to Spiritual Formation

New Orleans Baptist Theological Seminary

Division of Church Ministry

Fall 2021 on Campus

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Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Course Description

This course is a pass-fail experience in a faculty led learning context. Students in the course will meet weekly for accountability, mentoring, discussion, and spiritual formation by participating and leading weekly meetings. Students will comprehend a variety of Christian devotional practices by completing specific assignments on basic spiritual disciplines. This course is designed to be taken during a student's first semester.

Student Learning Outcomes

In order to provide moral leadership by modeling and mentoring Christian character and devotion and in order to stimulate church health through mobilizing the church for discipleship, the student, by the end of the course should:

1. Comprehend the Following Concepts:

- The marks of a disciple as something beyond the point of salvation.
- Effective methods of becoming a disciple and of making disciples.
- The relationship between spiritual maturity and spiritual disciplines.
- Christian devotional practices or disciplines.

2. Have a positive response to the following concepts:

- A life-long intentional devotional discipline for lifelong spiritual growth and benefit to the kingdom of God

- A meaningful and maturing relationship with God.
 - Christian community in a small group setting.
 - A personal commitment to basic devotional practices.
3. Be able to, with the help of resources, accomplish the following tasks:
- Develop a plan for personal discipleship and assist others to develop a personal discipleship plan.
 - Practice appropriate disciplines of the Christian faith.
4. Have an appropriate perception as to how to lead small discipleship groups.

Textbook

Foster, Richard J. *Celebration of Discipline: Special Anniversary Edition: The Path to Spiritual Growth*. San Francisco, CA: HarperOne, 2018.

Course Requirements

Reflection Paper (30%)

Due: Wednesday, Nov. 12

Write a three-page reflection paper at the end of the semester. The reflection paper is a first-person synopsis of a personal spiritual formation and discipleship plan relating to the importance of spiritual maturity and spiritual disciplines. The student should write about their perception of meeting in small groups for Christian community and the personal role of spiritual disciplines/devotional practices such as journaling, scripture memorization, and prayer. The assignment is due at the end of the semester. . (See Rubric for Grading in syllabus for additional items to include regarding application and helping others grow spiritually.)

**RUBRIC FOR GRADING A SUMMATIVE PROJECT – REFLECTION PAPER
IN THE COURSE DISC5170: SPIRITUAL FORMATION**

Assignment Description:

Write a three-page reflection paper at the end of the semester. The reflection paper is a first-person synopsis of a personal spiritual formation and discipleship plan relating to the importance of spiritual maturity and spiritual disciplines. The student should write about their perception of meeting in small groups for Christian community and the role of spiritual disciplines/devotional practices such as

Element	SLOs	Inadequate (1 PT)	BASIC (2PTS)	COMPETENT (3 PTS)	GOOD (4 PTS)	EXCELLENT (5 PTS)	POINTS
UNDERSTANDING	Understand the basic marks of personal spiritual disciplines, spiritual growth and discipleship.	Shows an inadequate understanding of personal disciplines, spiritual growth and discipleship.	Shows a minimal understanding of personal disciplines, spiritual growth and discipleship.	Shows an adequate understanding of personal disciplines, spiritual growth and discipleship. Student lists and explains one or two spiritual disciplines.	Shows a good understanding of personal disciplines, spiritual growth and discipleship. Student lists and explains three spiritual disciplines.	Shows an exemplary understanding of personal disciplines, spiritual growth and discipleship. Student lists and explains four spiritual disciplines.	
APPLICATION	Develop a positive response to lifelong spiritual growth through the practice of spiritual disciplines.	Makes poor application to respond to lifelong spiritual growth through spiritual disciplines	Makes minimal application to respond to lifelong spiritual growth through spiritual disciplines	Makes one practical applications to respond to lifelong spiritual growth through spiritual disciplines.	Makes two applications to respond to lifelong spiritual growth through spiritual disciplines.	Makes three practical application to respond to lifelong spiritual growth through spiritual disciplines.	
COMMUNICATION	Express in writing a personal discipleship plan and lead others in spiritual disciplines within a small group setting.	Used none or an incoherent expression that fails to communicate a plan to help others grow spiritually.	Use of an inconsistent expression that fails to communicate a plan to help others grow spiritually.	Limited expressions that communicate a competent plan to help others grow spiritually by valuing relationships.	Used more than one expression that communicate a good plan to help others grow spiritually by valuing relationships.	Used two or more expressions that communicate an exemplary plan to help others grow spiritually by valuing relationships.	<u>Aver. Score</u>

journaling, scripture memorization, and prayer.

Scale: 0-1 = Inadequate _____ 1-2 = Basic _____ 2-3 = Competent _____ 3-4 = Good _____ 4-5 = Excellent _____

Instructor: _____

Semester _____ **Teaching**

Venue _____

Class Attendance (15%)**Due: Weekly**

Attend class and participate in all class discussions. In evaluating class involvement, consideration will be given to (1) attendance, (2) class participation, (3) reading accountability, and (4) punctuality.

Leadership (20%)**Due: Weekly**

Read the assigned textbooks and additional class material and contribute to the discussion of chapters assigned each week. Lead class discussions of assigned chapters as discussion leader according to the following guidelines. After reading the assigned chapter in Foster's book select the **two** most impactful statements, lessons, questions, insights or thoughts from the chapter. Don't simply state or identify the insights gleaned, but **discuss** the insights with the class.

Also, **explain the reason** for selecting the two that you identified and discuss. Post the handout on Blackboard on any week a student is the chapter discussion leader by Wednesday, 11:59 P.M. Option of also having hard copies available to distribute to the class members.

Journaling (35%)**Due: Weekly**

Keep a journal of your spiritual journey throughout the course and complete the assignments given by the professor for the spiritual journal. The journal is to be your thoughts/reflections about your spiritual journey. Also, the professor will provide guiding questions and thought-provoking topics for reflection. The student is to journal 4 times weekly with a paragraph (3-5 sentences) minimum each entry. The journal will not be read by the professor but only briefly checked for completion. The journal may be recorded electronically on Blackboard or using a notebook which the student will be asked to bring to class on selected weeks of the semester to verify journal entries.

Scripture Memory**Due: Weeks 3-10**

Memorize and recite on specified dates (weeks) assigned Bible verses. Be prepared to recite the verse during the class meeting time. This is a part of class participation.

Evaluation of Grade

The student's grade will be computed as follows (pass/fail):

The course is offered on a pass/fail basis as follows:

Journal	35 %
Discussion Session leadership	20 %
Class Attendance/Participation	15 %
Reflection Paper	<u>30 %</u>
	100%

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Help for Writing Papers at “The Write Stuff”

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

Writing Style Guide

Writing assignments should follow the **NOBTS/Leavell College Manual of Form and Style** (*revised August 2019*). To access this manual on the seminary website, please use the following link: <https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Course Reminders

1. Academic misconduct including but not limited to plagiarism, cheating, or unacceptable conduct may result in failure of the course and disciplinary action by the seminary as outlined in the student handbook.
2. Failure of a computer, printer, or other electronic devices used to compose or print class assignments will not be accepted as a reason for late work.
3. Members of the course are expected to treat the professor and each other with respect in their conversation and conduct. If not, appropriate action may be taken based on seminary policies.

Course Schedule**Discussion Leader**

(Sample Course Presentation Schedule)

Week 1	Course Overview, Foster Ch. 1	professor
Week 2	Foster, ch. 2	professor
Week 3	Foster, ch. 3	student
Week 4	Foster, ch. 4	student
Week 5	Foster, ch. 5	student
Week 6	Foster, ch. 6	student
Week 7	Foster, ch. 7	student

Fall Break

Week 8	Foster, ch. 8	student
Week 9	Foster, ch. 9	student
Week 10	Foster, ch. 10	student
Week 11	Foster, ch. 11	student
Week 12	Foster, ch. 12	student
Week 13	Foster , ch. 13	
	Reflection Paper Discussion	professor

Thanksgiving Break - No Class**Memory Verses**

Gal. 2:20	week 3
Phil. 3:10	week 4
Rom. 12:1-2	week 5
Jos. 1:8	week 6
Phil. 4:6-7	week 7
Heb. 10:24-25	week 8
Mt. 28:18-20	week 9
Col. 3:17	week 10

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