

COURSE SYLLABUS

SF501: Discipleship in Community: Spiritual Formation and the Church

Course Lecturer: John R. Lillis, PhD

Dean and Executive Officer at Bethel Seminary (San Diego, CA)

About This Course



This course was originally created through the Institute of Theological Studies in association with the Evangelical Seminary Deans' Council. There are nearly 100 evangelical seminaries of various denominations represented within the council and many continue to use the ITS courses to supplement their curriculum. The lecturers were selected primarily by the Deans' Council as highly recognized scholars in their particular fields of study.

Course Description

What is spirituality? How is it formed in private and in community? This course explores the meaning of Biblical Christianity and its relation to faith and practice within contemporary cultural contexts, giving special attention to the corporate dimensions of spirituality and spiritual formation as defined in the New Testament. The lectures analyze and discuss those historical and cultural factors that have led to the privatization of Christianity, and develop a paradigm of spiritual growth and maturity that focuses on the assembly rather than the individual.

Course Objectives

Upon completion of the course, the student should be able to do the following:

- Understand the basic, biblical concept of spirituality as contrasted to contemporary ideas.
- Understand the basic mystic teachings of Christian spirituality, which have developed through the history of the church.
- Recognize the influences of mystical spirituality in contemporary ideas relating to spiritual formation.
- Understand the basic theological foundations of evangelical spirituality as these have developed through the history of the church.
- Develop a functional definition of spiritual formation.
- Recognize the impact of psychology on contemporary culture and spiritual formation.
- Understand the biblical concepts of spiritual maturity, spiritual growth, and love.
- Appreciate the corporate and community aspects of spiritual formation.

- Apply basic biblical concepts to the process of spiritual formation within his/her own life.
- Distinguish between the main traditions of spiritual formation.
- Appreciate the need for the spiritual disciplines in the development of spirituality.
- Understand the role of theological education in the spiritual formation of ministry students.
- Recognize the need for a personal value set that reflects loyalty and commitment to Christ over the enticements of the world, flesh, and devil.

Accessibility

If you have particular accessibility needs, please contact the CUGN Registrar at the beginning of the course. This will allow us to work directly with you to make efforts to accommodate your situation and ensure as full as possible accessibility to the course.

Course Lecturer



John R. Lillis, PhD

Education:

- Michigan State University, PhD
- Grand Rapids Baptist Seminary, MDiv
- Air Force Institute of Technology, MS
- University of Kentucky, BS

Teaching Career:

- Dean and Executive Officer, Bethel Seminary
- Multiple positions at Cornerstone University, including:
 - Provost and Executive Vice President
 - Taught Christian education and spiritual formation at the university's seminary
 - Dean and Director of Continuing Education, Grand Rapids Theological Seminary (GRTS), the graduate seminary of Cornerstone University (1990s)
 - Professor of Christian Education and Missions, GRTS (1982-1990)
 - Impact Ministry Supervisor, GRTS (1978-1981)
- Various capacities including a stint as President, Asian Baptist Theological Seminary in Bangkok, Thailand and Manila, the Philippines (1982-1990)
- Visiting faculty member, Columbia International University and Marquette University
- Teacher of physics, Calvin College (1976-1982, 1986-1987)
- Visiting professor of Comparative Religion, Mahidol University in Thailand (1982-1984)

Other Career Highlights:

- Pastor in the United States and abroad
- Major in the Michigan Air National Guard
- Captain in the United States Air Force as a nuclear research officer
- Educational consultant for the United African American Ministerial Action Council (UAAMAC)
- Blue Ribbon Committee Member for the American Red Cross in San Diego

Publications:

- Numerous scholarly articles and papers on various subjects from theology to nuclear physics to education to leadership, including “Preparation for Missionary Candidates,” “Teaching Electromagnetism: A Conceptual Approach for Developing Countries,” “Nontraditional Approaches to Theological Education,” and “Values for Leadership.”

Online Professor

If you are taking this course for credit, CUGN will assign one of its faculty members as the online professor for this course. This professor will contact you upon enrollment in the course and will guide your study. Your online professor will be available to you by email and, at set times, by chat room or other real-time technology. Your online professor will do the following in order to stimulate student involvement and facilitate effective learning:

- Evaluate and assign grades to all coursework.
- Provide assistance with technological problems that may occur.
- Answer questions that may arise.
- Issue your final grades.

Course Texts

Required:

Alexander, Donald L. *Christian Spirituality: Five Views of Sanctification*. Downer’s Grove, IL: InterVarsity Press, 1988.

Johnson, S. *Christian Spiritual Formation in the Church and Classroom*. Nashville: Abingdon, 1989.

Willard, D. *The Spirit of the Disciplines*. San Francisco: HarperSanFrancisco, 1991.

Recommended, but not required:Historical Backgrounds

Dieter, M. et al. *Five Views on Sanctification*. Grand Rapids: Zondervan, 1987.

Jones, C. et al. *The Study of Spirituality*. New York: Oxford, 1986.

Magill, F. and McGreal, I. *Christian Spirituality: The Essential Guide to the Most Influential Spiritual Writings of the Christian Tradition*. San Francisco: Harper & Row, 1988.

Mysticism/Contemplative Spirituality

Corduan, W. *Mysticism: An Evangelical Option?* Grand Rapids: Zondervan, 1991.

McGinn, Bernard. *The Foundations of Mysticism*. New York: Crossroad, 1992.

Merton, T. *The Ascent to Truth*. San Diego: Harcourt Brace Jovanovich, 1951.

Tuttle, R. *Mysticism in the Wesleyan Tradition*. Grand Rapids: Zondervan, 1989.

Philosophy, Psychology, and Sociology

Banks, R. *Paul's Idea of Community*. Grand Rapids: Eerdmans, 1980.

Hagberg, J. and Guelich, R. *The Critical Journey: Stages in the Life of Faith*. Dallas: Word, 1989.

McFadyen, A. *The Call To Personhood: A Christian Theory of the Individual in Social Relations*. Cambridge: Cambridge University Press, 1990.

Spiritual Disciplines

Bonhoeffer, D. *The Way to Freedom*. New York: Harper & Row, 1966.

Foster, R. *Celebration of Discipline*. San Francisco: Harper & Row, 1978.

Willard, D. *The Spirit of the Disciplines*. San Francisco: HarperSanFrancisco, 1991.

General Works

Bonhoeffer, D. *Life Together*. San Francisco: Harper & Row, 1954.

_____. *The Cost of Discipleship*. New York: MacMillan, 1934.

Steele, L. *On the Way: A Practical Theology of Christian Formation*. Grand Rapids: Baker, 1980.

Textbooks can be ordered through our online store at CUGN.org, through your local bookstore, or through your preferred eReader when available.

Academic Honesty

At CUGN, we believe all we do is “as unto the Lord” and we thus hold to a high academic standard of honesty; we do not tolerate plagiarism and cheating. Students found guilty of any form of academic dishonesty face consequences ranging from interaction with the Academic Dean to expulsion from CUGN.

Quizzes and Exams: Any student found guilty of cheating on a quiz or exam will automatically receive a score of zero for that quiz or exam. A second offense will result in automatic course failure and possible disciplinary action and/or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of cheating.

Plagiarism: If a student's work is found to be plagiarized, consequences will vary depending on the nature of the plagiarism.

If an offense is deemed unintentional, the student will have an opportunity to resubmit the work. A second offense will result in an automatic score of zero for that assignment, which may also result in failure of that course.

More serious plagiarism offenses could result in automatic course failure, disciplinary action, or

expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of plagiarism. If you have questions about plagiarism, or would like to request resources for learning how to avoid plagiarism, please contact our Registrar's Office at registrar@cugn.org or toll free at (888) 487-5376 ext. 3.

Course Methods

Throughout this course, a number of methods will be used to engage the students in learning and processing information, and applying the learning to their lives. These methods include the following:

Media/Materials

The course will include media presentations of lectures and supplementary materials to be listened to and/or read throughout the lessons of the course.

- **Audio-based teaching**

The primary teaching session in each lesson is provided in audio format. If available, we also provide the option of reading the lesson from a transcript of the audio lecture (found in the course Audio Lecture section).

- **Readings**

Reading from the required textbook(s) is assigned in this syllabus.

Mentor Relationship

Students are required to seek out a mentor with whom they can discuss the spiritual impact of the course on their life. The goal of this process is to facilitate the student's growth through interaction with a mature believer.

Spiritual Formation Project

Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection through the course's Spiritual Formation Project.

Course Requirements

1. **Time:** The student is required to spend a minimum of 120 hours in this course. All course requirements must be completed within 6 months of enrolling in the course.
2. **Recorded Lectures:** The student is required to listen to all 24 audio lectures recorded by Dr. Lillis.
3. **Reading:** The student must complete all of the required readings.

A. Read the text by Alexander, *Christian Spirituality*, according to the schedule given in the Assignments section of this syllabus. Write a **five-to-eight page** report comparing and contrasting the five views according to the following criteria:

1. Discuss those aspects of each view which you feel set it apart from the other four views and make it unique. Explain the significance of the aspect within the view it represents and discuss

fully why this aspect makes the view unique from the others.

2. In a final section of the paper, discuss which, if any, of the five views have common features with respect to the actual issue of spiritual formation. (You are not interested here in the obvious commonality of theology underlying all of that, which calls itself evangelical.) Describe the common feature(s) and discuss their significance within the related views.

B. Read the text by Willard, *The Spirit of the Disciplines*, according to the schedule given in the Assignment section of this syllabus. Prepare a **five-to-eight page** written report in which you evaluate this book. Organize your report according to the points discussed below.

1. Discuss the concept of “life” and its significance with respect to spiritual formation as presented by Willard. How has his presentation of this concept affected your own thinking concerning spiritual formation?
2. Describe the role that spiritual disciplines should play in the development of spirituality. Analyze Willard’s approach in terms of its relative emphasis on the individual versus the corporate aspects of spiritual formation.
3. Explain where Willard “fits” in terms of the five views presented in Alexander’s book. Defend your choice.

C. Read the book by Johnson, *Christian Spiritual Formation*, according to the schedule given in the Assignment section of this syllabus. Prepare a written report describing and evaluating this book using the Reading Report Format provided below. The report should be **six-to-eight pages** in length.

4. **Study Guide:** At the back of the Study Guide there are review questions corresponding to each recorded lecture. You may prepare written answers to these questions and submit them for feedback prior to taking the final exam.

5. Spiritual Formation Project

RATIONALE: Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection and interaction in a community of learning. With this in mind, CUGN includes in all courses a capstone project addressing these issues and facilitating interaction beyond the formal learning environment (ATS schools, note Standards 3.2.1.3; 4.1.1; 10.3.3.3).

Write a **five-to-six page reflective essay** and **interview a mentor**, discussing the spiritual impact of this course on your life. Identify your mentor early in the course, and submit the essay to your grader when you take the final exam. This last project should not be a summary of course content, but an application of course principles. Complete the following:

A. Personal Reflection and Evaluation: Reflect on the course – To integrate your academic studies with your walk of faith, reflect on the content of the course and evaluate your life in light of what you learned.

- i. Follow these steps in your reflection:
Step 1: What one theme, principle, or concept in the course is the most significant to you personally? Why is it significant?
Step 2: What portion(s) of the course brought this theme/principle/concept to light?
Step 3: Think about your past. Why is it vital now for you to deal with and apply this theme/principle/concept?
Step 4: How should this affect your thoughts and actions, and what specific steps should you take to concretely apply what you have learned?
- ii. Write your answers to the above questions in full paragraph form. (Recommended length for this reflection: approximately three pages)
- iii. Give a copy of this reflection to your mentor (see #2).

B. Community Reflection and Interaction: Interview a mentor – Since the Holy Spirit uses the input of others to guide and form His people, interview a mentor according to the following guidelines:

- i. Who should you interview? (1-3 are required; 4-6 are recommended)
 1. Someone with whom you have a reasonably close relationship.
 2. Someone who is a mature Christian ministry leader (i.e. a pastor).
 3. Someone who is not your grader or a family member.
 4. Someone who values the spiritual formation process.
 5. Someone who is familiar with and values the subject of the course.
 6. Someone who has experience using the content of the course in ministry.

NOTE: Identify your mentor early in the course, and give him/her the page entitled “Guidelines for Mentors.”

- ii. Focus of the interview – Your interview should focus on the issues and questions you raise in your essay. For example:
 - What feedback can your mentor give in response to your essay?
 - In light of the course content, are the conclusions you made appropriate? Why or why not?
 - What additional advice, deeper insights or broader applications might he/she suggest from his/her own life and ministry?

NOTE: Conduct this interview either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc). Suggested length: 45 minutes.

C. Synthesis and Application: Draw your final conclusions – Having reflected on the course and the discussion with your mentor, synthesize what you have learned in these three sections:

- i. Section 1: Begin your essay with the personal reflection from #1 above. This should be exactly what you gave your mentor for the interview.
- ii. Section 2: Comment on your interview, explaining what you discussed and the insights you gained from your mentor. Include the following:
 - What were the mentor's comments regarding your essay?
 - What advice did he/she give?
 - How did his/her comments expand or correct your application of the course?
 - Include the person's name, occupation, and the length of the interview.
- iii. Section 3: Conclude with a synthesis of what you have learned. Answer the following:
 - If your mentor corrected any thoughts in your "Personal Reflection and Evaluation", how do you feel about these corrections? Do you agree or disagree? Why?
 - Synthesizing your thoughts from section one and your mentor's insight in section two, what final conclusions have you reached? How is this different from section one?
 - In light of the interview and further reflection, what additional, specific changes need to occur in your life and what concrete steps will you take to implement them?

NOTE TO STUDENTS: Your effort in this assignment will determine its benefit. If by the end of this course you have not yet reflected critically on your life in light of what you have studied, allow this assignment to guide you in that process. The instructor for this course will not score your essay based on the amount of spiritual fruit you describe; so do not exaggerate (or trivialize) what you have learned. The primary grading criteria is that you have thoughtfully considered the principles of the course and realistically sought to apply them to your life. If you have done this and met the minimal requirements (as noted above), you will earn the full points for this assignment.

Note on confidentiality: Perhaps the Holy Spirit is dealing with you in some very personal areas of your life. Because of this, your grader will keep your essay entirely confidential and either return or discard it.

Objective: to stimulate reflection and interaction on course principles in order to enhance personal spiritual formation.

6. Examinations: The student will complete two examinations during this course.

Complete the first examination after you have finished *Lecture 9*. The examination will cover only the material covered in the recorded lectures. During the writing of the examination you are not allowed to refer to notes, texts, or other supplementary material. You may refer to and use the Bible during the exam.

Complete the second examination after you have finished *Lecture 17*. The examination will cover only the material covered in the recorded lectures. During the writing of the examination you are not allowed to refer to notes, texts, or other supplementary material. You may refer to and use the Bible during the exam.

7. **1 Corinthians 13 Application:** Using any five of the characteristics developed in *Lectures 18-24*, write a paper explaining what specific programs, steps, etc., that you would initiate to help develop the positive aspects of the characteristics you have chosen in a given ministry context. At the beginning of the project briefly describe the ministry context to which you are making application. The paper should focus on specific and concrete suggestions for implementation and should not simply be a restatement of the material in the Lectures (although it should be consistent with this material). The paper should be **ten to twelve pages in length**.

Course Grading

Your grade for the course will be determined as follows:

Reading Report	30% (10% ea.) of Course Grade
Study Guide Questions	10% of Course Grade
Spiritual Formation Project	15% of Course Grade
First Exam	15% of Course Grade
Second Exam	15% of Course Grade
1 Corinthians 13 Application	15% of Course Grade
Total	100%

Grades will be issued within two weeks of the end of the course.

Format for Reading Reports

1. Bibliographic Data

In a style from APA, American Psychological Association or other “new” scientific or technical journal, e.g.:

Simkins, Tim. *Nonformal Education and Development*. Manchester, England: University of Manchester, 1977.

or

Colleta, Nat J. “Participatory Research or Participation Put-Down,” *Convergence*. Vol. IX, No.3, 1976.

If available, also include purchasing and ordering data for books, e.g.: Orbis Books, Maryknoll, New York 10545 (paper \$4.95)

2. Purpose of the Author

Why was the book or article written? Often the writer specifically gives his purpose for writing. In other cases you will have to infer his or her purpose.

3. Highlights

What two to five propositions, questions or conclusions best represent what the book or article is about? (For an article or chapter of a book this section can be brief.)

4. Critical Commentary

From your viewpoint what could or should be said about strengths and weaknesses of the material? What questions are well answered? What new questions are raised?

5. Notable Quotations

One or two for an article; five to ten for a book. Select things you may want to directly quote in a paper that you might write later.

Student Name: _____ Course: _____ Interview
Date/Time: _____

Guidelines for Mentors

(Students, give this sheet to your mentor for the Spiritual Formation Project.)

Thank you for your involvement in this student's CUGN coursework. We believe the Christian life is more than an academic exercise, so we encourage students to critically reflect on their life in light of what they learn and then apply those insights to the daily life of faith.

Therefore, students taking CUGN courses are required to complete a final assignment called the "Spiritual Formation Project." This assignment involves two parts: an essay and an interview:

The ESSAY: After completing their coursework, students reflect on the content of the course, evaluate their lives, and discuss the one theme, principle or concept that is most significant to them and why. Students are to identify specific ways this theme/principle/concept should apply to their lives and what action steps they plan to take in order to make these changes a reality.

The INTERVIEW: After writing this reflection, students give a copy to their mentor and meet with him/her to discuss their thoughts and get feedback. The goal of this interview is to facilitate the student's growth through interaction with a mature believer.

NOTES ON THE INTERVIEW:

- You do not need to be familiar with the course to participate in this interview. You will primarily respond to the thoughts of the student. (However, general knowledge of the subject matter of the course and/or experience applying it to ministry is valuable.)
- Prior to meeting with the student, read his/her "Personal Reflection and Evaluation" and prepare to discuss the following:
 1. What feedback can you give the student in response to his/her essay?
 2. Are the student's conclusions from the course appropriate? Why or why not?
 3. What additional advice, deeper insights or broader applications would you suggest from your own life and ministry?
- Meet with the student either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc.).
- Suggested length of the interview: 45 minutes

Thanks again for participating in this project! You have a real opportunity to guide this student in the application process and to help him/her connect academics to life – *a valuable process for all who wish to grow in Christ.*

NOTE: If the student's school makes any changes to this assignment, their requirements should replace those described here.

Assignments

NOTE: The instructional objectives included below are intended to describe the level of learning you should achieve through interaction with the recorded material as well as the specific outcome you should manifest to demonstrate the achievement of that level of learning.

For the most part, the readings in this independent study are intended to complement the recorded lectures rather than supplement them. That is, the readings are given to accomplish other course goals in addition to those realized through the recorded lectures. Hence the majority of the reading schedule given in the Programmed Syllabus is intended to assist you in allocating your time and study for accomplishing the requirements of the course. Unless noted specifically in the Syllabus, do not expect the readings to supplement or correspond in content to the particular lecture under which they are listed.

Lecture 1

Instructional Objectives:

To understand the nature of the problem facing the church because of a rise in the world's interest in "spiritual matters."

- a) Explain the meaning of "secular spirituality."
- b) Describe those points of inconsistency between the secular and biblical view of spirituality.

Specific Directions:

- a) Listen to Lecture 1.
- b) Answer the questions related to Lecture 1 found in the back of the Study Guide.

Reading Assignments:

Read "The Lutheran View" and the responses to that view in the book by Alexander.

Other Assignments:

None

Lecture 2

Instructional Objectives:

To understand the basic, biblical concept of spirituality.

- a) Explain the biblical concept of spirituality.
- b) Distinguish the contemporary concept of spirituality from that of the Bible.

Specific Directions:

- a) Listen to Lecture 2.
- b) Answer the questions related to Lecture 2 found in the back of the Study Guide.

Reading Assignments:

Read “The Reformed View” and the responses to that view in the book by Alexander.

Other Assignments:

None

Lecture 3

Instructional Objectives:

To understand the biblical concept of spiritual maturity.

- a) Know the biblical meaning and usages of the term *teleios*.
- b) Explain the meaning of the basic passages dealing with spiritual maturity.
- c) Distinguish the classical Greek concept of adulthood from the biblical concept of maturity.

Specific Directions:

- a) Listen to Lecture 3.
- b) Answer the questions related to Lecture 3 found in the back of the Study Guide.

Reading Assignments:

Read “The Wesleyan View” and the responses to that view in the book by Alexander.

Other Assignments:

None

Lecture 4

Instructional Objectives:

To understand that the corporate nature of the concepts dealing with spiritual growth and maturity in Ephesians 4:11-16.

- a) Relate the concepts of maturity in Ephesians 4:11-16 to those determined under the general study of maturity.
- b) Explain how the plurality in these verses implies collective interdependence rather than independent plurality.

Specific Directions:

- a) Listen to Lecture 4.
- b) Answer the questions related to Lecture 4 found in the back of the Study Guide.

Reading Assignments:

Read “The Pentecostal View” and the responses to that view in the book by Alexander.

Other Assignments:

None

Lecture 5

Instructional Objectives:

To understand the centrality of love for the Christian experience.

- a) Describe the focus on love throughout the New Testament.
- b) Explain the significance of love with respect to the spiritual growth process.

Specific Directions:

- a) Listen to Lecture 5.
- b) Answer the questions related to Lecture 5 found in the back of the Study Guide.

Reading Assignments:

Read “The Contemplative View” and the responses to that view in the book by Alexander.

Other Assignments:

Write the first Insight/Reflection paper according to the instructions given in the Syllabus under Course Requirements, 3.

Lecture 6

Instructional Objectives:

To understand and appreciate the crucial and necessary role of the church in spiritual development.

- a) Explain the significance of the church in corporate spiritual formation in terms of its role as people of God.
- b) Explain the significance of the church in corporate spiritual formation in terms of its role as event.
- c) Explain the significance of the church in corporate spiritual formation in terms of its role as family of God.

Specific Directions:

- a) Listen to Lecture 6.
- b) Answer the questions related to Lecture 6 found in the back of the Study Guide.

Reading Assignments:

Prepare the written report on the book by Alexander according to the specifications given in the Syllabus under Course Requirements.

Read Chapter Five, “Participation: Church as Context” in the book by Johnson as background for this lecture.

Other Assignments:

None

Lecture 7

Instructional Objectives:

To understand and appreciate the crucial and necessary role of the church in spiritual development (continued).

- a) Explain the significance of the church in corporate spiritual formation in terms of its role as family of God (continued)."
- b) Discuss the priorities associated with the family of God.

Specific Directions:

- a) Listen to Lecture 7.
- b) Answer the questions related to Lecture 7 found in the back of the Study Guide.

Reading Assignments:

Read Chapters 1-2 in the book by Johnson.

Other Assignments:

None

Lecture 8

Instructional Objectives:

To understand and appreciate the crucial and necessary role of the church in spiritual development (continued).

- a) Explain the significance of the church in corporate spiritual formation in terms of its role as the environment of the Spirit.
- b) Explain the importance and significance of the spiritual gifts in the corporate growth process.

Specific Directions:

- a) Listen to Lecture 8.
- b) Answer the questions related to Lecture 8 found in the back of the Study Guide.

Reading Assignments:

Read Chapters 3-4 in the book by Johnson.

Other Assignments:

None

Lecture 9

Instructional Objectives:

To understand and appreciate the crucial and necessary role of the church in spiritual development (continued).

- a) Explain the significance of the church in corporate spiritual formation in terms of its role as the environment of the Spirit (continued).
- b) Explain the importance and significance of the spiritual gifts in the corporate growth process (continued).

Specific Directions:

- a) Listen to Lecture 9.
- b) Answer the questions related to Lecture 9 found in the back of the Study Guide.

Reading Assignments:

Read Chapters 5-6 in the book by Johnson.

Other Assignments:

Complete Examination One according to the directions provided in the Syllabus under Course Requirements. This exam will include material through Lecture 9.

Lecture 10

Instructional Objectives:

To understand and appreciate the crucial and necessary role of the church in spiritual development (continued).

- a) Explain the significance of the church in corporate spiritual formation in terms of its role as the environment of the Spirit (continued).
- b) Explain the importance and significance of the spiritual gifts in the corporate growth process (continued).
- c) Explain the significance of the church in corporate spiritual formation in terms of its role as redemptive community.

Specific Directions:

- a) Listen to Lecture 10.
- b) Answer the questions related to Lecture 10 found in the back of the Study Guide.

Reading Assignments:

Read Chapters 7-8 in the book by Johnson.

Other Assignments:

Write the second Insight/Reflection paper according to the instructions given in the Syllabus under Course Requirements.

Lecture 11

Instructional Objectives:

To understand the impact of psychology on contemporary culture and spiritual formation.

- a) Explain how psychology has moved from a science and supplanted the role of the church in moral and spiritual guidance.
- b) Distinguish between the four influencing trends of the modern psychculture: ethical egoism, psychotherapy, individualism, and feminist theology.

Specific Directions:

- a) Listen to Lecture 11.
- b) Answer the questions related to Lecture 11 found in the back of the Study Guide.

Reading Assignments:

Read Chapter 9 and the Epilogue in the book by Johnson.

Other Assignments:

None

Lecture 12

Instructional Objectives:

To understand the impact of psychology on contemporary culture and spiritual formation (continued).

- a) Explain how psychology has moved from a science and supplanted the role of the church in moral and spiritual guidance.
- b) Distinguish between the four influencing trends of the modern psychculture: ethical egoism, psychotherapy, individualism, and feminist theology.

Specific Directions:

- a) Listen to Lecture 12.
- b) Answer the questions related to Lecture 12 found in the back of the Study Guide.

Reading Assignments:

Prepare the written report on the book by Johnson according to the specifications given in the Syllabus under Course Requirements.

Other Assignments:

None

Lecture 13

Instructional Objectives:

To understand the basic mystic teachings of Christian spirituality which have developed through the history of the church.

- a) Explain the basic characteristics of mystical spirituality.
- b) Discuss the essential elements of mysticism as developed by the classical mystics.

To recognize the influences of mystical spirituality in contemporary ideas relating to spiritual formation.

- a) Identify specific elements of traditional mystical theology as found in contemporary writings of spiritual formation.
- b) Describe specific elements of traditional mystical theology as found in contemporary writings of spiritual formation.

Specific Directions:

- a) Listen to Lecture 13.
- b) Answer the questions related to Lecture 13 found in the back of the Study Guide.

Reading Assignments:

Read Chapters 1-2 in the book by Willard.

Other Assignments:

None

Lecture 14

Instructional Objectives:

To understand the basic mystic teachings of Christian spirituality which have developed through the history of the church (continued).

- a) Explain the basic characteristics of mystical spirituality.
- b) Discuss the essential elements of mysticism as developed by the classical mystics.

To recognize the influences of mystical spirituality in contemporary ideas relating to spiritual formation (continued).

- a) Identify specific elements of traditional mystical theology as found in contemporary writings of spiritual formation.
- b) Describe specific elements of traditional mystical theology as found in contemporary writings of spiritual formation.

Specific Directions:

- a) Listen to Lecture 14.
- b) Answer the questions related to Lecture 14 found in the back of the Study Guide.

Reading Assignments:

Read Chapters 3-4 in the book by Willard.

Other Assignments:

None

Lecture 15

Instructional Objectives:

To understand the key differences between classic mystical spirituality and biblical or evangelical piety.

- a) Explain the basic “counterpoints” of biblical or evangelical piety.
- b) Distinguish the legitimate mystical aspects of biblical piety from related concepts in mysticism.

Specific Directions:

- a) Listen to Lecture 15.
- b) Answer the questions related to Lecture 15 found in the back of the Study Guide.

Reading Assignments:

Read Chapters 5-6 in the book by Willard.

Other Assignments:

Write the third Insight/Reflection paper according to the instructions given in the Syllabus under Course Requirements.

Lecture 16

Instructional Objectives:

To understand the key differences between classic mystical spirituality and biblical or evangelical piety (continued).

- a) Explain the basic “counterpoints” of biblical or evangelical piety.
- b) Distinguish the legitimate mystical aspects of biblical piety from related concepts in mysticism (continued).
- c) Discuss the basic points of tension between classic mystical spirituality and biblical or evangelical piety.

Specific Directions:

- a) Listen to Lecture 16.
- b) Answer the questions related to Lecture 16 found in the back of the Study Guide.

Reading Assignments:

Read Chapter 7 in the book by Willard.

Other Assignments:

None

Lecture 17

Instructional Objectives:

To understand the basic role and purpose of the spiritual disciplines with respect to corporate spiritual growth and maturity.

- a) Explain the relationship of the disciplines to individual development.
- b) Describe the spiritual disciplines as means for the growth of the Body.

Specific Directions:

- a) Listen to Lecture 17.
- b) Answer the questions related to Lecture 17 found in the back of the Study Guide.

Reading Assignments:

Read Chapter 8 in the book by Willard.

Other Assignments:

Complete Examination Two according to the directions provided in the Syllabus under Course Requirements. This exam will include material from Lecture 10 through Lecture 17.

Lecture 18

Instructional Objectives:

To understand the functional description of love as Paul develops it in 1 Corinthians 13:4-7.

- a) Define each word or phrase in terms of its contextual meaning for 1 Corinthians.
- b) Describe each term or phrase in terms of being a “corporate discipline” contributing to the corporate growth of the Body.

Specific Directions:

- a) Listen to Lecture 18.
- b) Answer the questions related to Lecture 18 found in the back of the Study Guide.

Reading Assignments:

Read Chapter 9 in the book by Willard.

Other Assignments:

None

Lecture 19

Instructional Objectives:

To understand the functional description of love as Paul develops it in 1 Corinthians 13:4-7 (continued).

- a) Define each word or phrase in terms of its contextual meaning for 1 Corinthians.
- b) Describe each term or phrase in terms of being a “corporate discipline” contributing to the corporate growth of the Body.

Specific Directions:

- a) Listen to Lecture 19.
- b) Answer the questions related to Lecture 19 found in the back of the Study Guide.

Reading Assignments:

Read Chapter 10 in the book by Willard.

Other Assignments:

None

Lecture 20

Instructional Objectives:

To understand the functional description of love as Paul develops it in 1 Corinthians 13:4-7 (continued).

- a) Define each word or phrase in terms of its contextual meaning for 1 Corinthians.
- b) Describe each term or phrase in terms of being a “corporate discipline” contributing to the corporate growth of the Body.

Specific Directions:

- a) Listen to Lecture 20.
- b) Answer the questions related to Lecture 20 found in the back of the Study Guide.

Reading Assignments:

Read Chapter 11 in the book by Willard.

Other Assignments:

None

Lecture 21

Instructional Objectives:

To understand the functional description of love as Paul develops it in 1 Corinthians 13:4-7 (continued).

- a) Define each word or phrase in terms of its contextual meaning for 1 Corinthians.
- b) Describe each term or phrase in terms of being a “corporate discipline” contributing to the corporate growth of the Body.

Specific Directions:

- a) Listen to Lecture 21.
- b) Answer the questions related to Lecture 21 found in the back of the Study Guide.

Reading Assignments:

Prepare the written report on the book by Willard according to the specifications given in the Syllabus under Course Requirements.

Other Assignments:

None

Lecture 22

Instructional Objectives:

To understand the functional description of love as Paul develops it in 1 Corinthians 13:4-7 (continued).

- a) Define each word or phrase in terms of its contextual meaning for 1 Corinthians.
- b) Describe each term or phrase in terms of being a “corporate discipline” contributing to the corporate growth of the Body.

Specific Directions:

- a) Listen to Lecture 22.
- b) Answer the questions related to Lecture 22 found in the back of the Study Guide.

Reading Assignments:

None

Other Assignments:

None

Lecture 23

Instructional Objectives:

To understand the functional description of love as Paul develops it in 1 Corinthians 13:4-7 (continued).

- a) Define each word or phrase in terms of its contextual meaning for 1 Corinthians.
- b) Describe each term or phrase in terms of being a “corporate discipline” contributing to the corporate growth of the Body.

Specific Directions:

- a) Listen to Lecture 23.
- b) Answer the questions related to Lecture 23 found in the back of the Study Guide.

Reading Assignments:

None

Other Assignments:

None

Lecture 24

Instructional Objectives:

To understand the functional description of love as Paul develops it in 1 Corinthians 13:4-7 (continued).

- a) Define each word or phrase in terms of its contextual meaning for 1 Corinthians.
- b) Describe each term or phrase in terms of being a “corporate discipline” contributing to the corporate growth of the Body.

Specific Directions:

- a) Listen to Lecture 24.
- b) Answer the questions related to Lecture 24 found in the back of the Study Guide.

Reading Assignments:

None

Other Assignments:

Complete the 1 Corinthians 13 application paper as described in the Syllabus under Course Requirements.