



Course Syllabus Wycliffe College Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

Course Identification

Course Number : WYP2209HS
Course Name: Missional Spirituality
Campus: St. George

Instructor Information

Instructor: Marilyn Draper
E-mail: marilyndraper@gmail.com
Office Hours: to be determined

Course Prerequisites or Requisites

Required for MDiv Pioneers, all others welcome

Course Description

Can we avoid burn-out in ministry? That is one of the questions addressed in Missional Spirituality. This course provides an integrated study of the Christian spiritual life in community and mission particularly as it applies to the practice of church planting and pioneer ministries. Bringing together mission and spirituality through a biblical, theological and practical exploration students will investigate what it means to participate in the life and mission of the Triune God.

Students will discover that missional spirituality is mission that is infused with the indwelling Spirit of God, and characterized by a profound experience of the death and resurrection of Jesus Christ, while mission is fundamentally God's project. Built on this foundation, spiritual practices developed in the course can help release ministry teams to delight in who God is and to engage in what God is doing in their midst, in their neighbourhoods, and in the world.

Course Methodology

Lectures, readings, papers, in-class activities, and student presentations

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students	This outcome will be achieved through these	This course outcome corresponds to these aspects

	course elements:	of Wycliffe's statements of outcomes (MTS, MDiv)
<ul style="list-style-type: none"> • will be able to provide an example of an individual or community (past or present) as a clear illustration of how Christian spirituality and mission inform one another. 	Assignment 1, Paper and Presentation	MTS: 1.4, 1.5, 1.6 MDiv: 1.4, 1.5, 1.6
<ul style="list-style-type: none"> • will understand that spiritual formation and missional living are a dynamic inter-related process, characterized by participating <i>in</i> the life and mission of the Triune God. 	Assignment 4, Integrative Paper	MTS: 1.6 MDiv: 1.6
<ul style="list-style-type: none"> • will be able to articulate how prayer and spiritual disciplines relate to pioneering ministries. 	Assignment 2, Journal Entries	MTS: 1.6, 2.1, 2.3 MDiv: 1.6, 2.1, 2.2
<ul style="list-style-type: none"> • will have reflected on their practice of prayer and spiritual disciplines and created a plan to further integrate them into their daily lives, and specifically their pioneering placements and internships. 	Assignment 3	MTS: 3.2, 3.3 MDiv: 2.3

Course Resources

Required Course Texts

- Helland, Roger and Leonard Hjalmarson. *Missional Spirituality: Embodying God's Love from the Inside Out*. Downers Grove: IVP, 2011.
- Smith, C. Christopher and John Pattison. *Slow Church: Cultivating Community in the Patient Way of Jesus*. Downers Grove: IVP, 2014.

Course Website(s)

- Blackboard <https://weblogin.utoronto.ca/>

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at <http://portal.utoronto.ca> and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at <http://www.portalinfo.utoronto.ca/content/information-students>. Students who have trouble accessing Blackboard should ask Thomas Power for further help.

Class Schedule

Week 1 (January 9) Introduction: What is Missional Spirituality?

Sign Up for Historic Figure Presentation (further explanation given in class)

Week 2 (January 16) Challenges Facing Missional Spirituality: Is it culture, the church or am I, the church planter/ministry leader, part of the problem?

Read: Helland and Hjalmarson, *Missional Spirituality*, Chapter 1; Smith and Pattison, *Slow Church*, Intro and Chapter 1

Hand in Reflection Journal #1

Week 3 (January 23) Creating a Foundation: The Trinitarian Basis – Not just ministry/mission *with* God, but ministry/mission *in* God. Prayer is essential.

Read: Helland and Hjalmarson, *Missional Spirituality*: Chapter 2; Smith and Pattison, *Slow Church*, Chapter 2

Week 4 (January 30) Narratives of Missional Spirituality – Have not mission and spirituality always been separate?

Read: Helland and Hjalmarson, *Missional Spirituality*, Chapter 3; Smith and Pattison, *Slow Church*, Chapter 3

Hand in Assignment 1, Report on Mission and Spirituality Figure

Week 5 (February 6) The Practice of Abiding – The Word as Foundation – How do we balance expectations and cultural emphasis on success?

Read: Helland and Hjalmarson, *Missional Spirituality*, Chapter 4; Smith and Pattison, *Slow Church*: Chapter 4

Hand in Reflection Journal #2

Week 6 (February 13) The Practice of Worship

Read: Helland and Hjalmarson, *Missional Spirituality*, Chapter 5; Smith and Pattison, *Slow Church*: Chapter 5

Hand in Reflection Journal #3

Week 7 (February 20) Reading Week.

Week 8 (February 27) The Practice of Discernment – listening and deciding

Read: Helland and Hjalmarson, *Missional Spirituality*, Chapter 6; Smith and Pattison, *Slow Church*: Chapter 6

Hand in Assignment 3: Spiritual Practices Plan

Week 9 (March 6) The Community and Spiritual Formation

Hand in Reflection Journal #4

Week 10 (March 13) The Practices of Restoration; Restoring – body, spirit, and relationships

Read: Helland and Hjalmarson, *Missional Spirituality*, Chapter 7; Smith and Pattison, *Slow Church*: Chapter 7

Week 11 (March 20) The Practice of Generosity – The joy of abundance, the gathering and scattering of resources. Is there enough to go around? Let's talk about money in a spirituality course!

Read: Helland and Hjalmarson, *Missional Spirituality*, Chapter 8; Smith and Pattison, *Slow Church*: Chapter 8

Hand in Reflection Journal #5

Week 12 (March 27) The Practice of Gratitude – the importance of joy and delight!

Read: Helland and Hjalmarson, *Missional Spirituality*, Chapter 9; Smith and Pattison, *Slow Church*: Chapter 9

Week 13 (April 3) The Practice of Hospitality

Read: Helland and Hjalmarson, *Missional Spirituality*, Chapter 10; Smith and Pattison, *Slow Church*, Chapter 10, 11.

Hand in Assignment 4: Integrative Paper

Evaluation

Requirements

1. **Mission and Spirituality Figure Study:** Presentation and Report – Show how a key figure or community (past or present) brings together mission and spirituality. (Suggestions will be handed out in class). Develop a 5-8 minute presentation to deliver in class with handout (1 page outline). Hand in a written report (4-5 pages) to highlight the way this figure integrates Christian life and spirituality. Report should include a brief biography (1-2 pages), and then discuss the interaction of spirituality and mission (3-4 pages). Include primary sources if possible. (Worth 20%) On the first day of class, sign up for presentation date. Written reports are due: Jan 30th.
2. **Five Reflective Journal Entries:** Keep a regular journal of the different practices you are exploring. Over the semester, you will hand in six (6) short reflective assignments (approx. 2-3 pages each) that **interact with the readings**, lecture topics and your experience with a specific practice (each one is worth 6%). Worth 30% in total.
Topic One: What is your understanding of missional spirituality? What is your current experience of Christian practices? How do you understand that these practices integrate with mission? Due: Jan 16th.
Choose four more from the topics below:
Challenges facing missional spirituality
Prayer
Abiding
Worship
Abundance
Gratitude
Generosity
Hospitality
Discernment
Fasting
Sabbath (rest)
Reconciliation
Suggested dates for submission are: Feb 6th, Feb 13th, March 6th, and March 20th. However, students may move dates around the chosen date of their historic person presentation.
3. **Creation of Spiritual Practices Plan:** In time spiritual practices become second nature, but intentionality is required to start the process. Create a plan, complete with rationale (include sources from assigned readings, lectures and outside reading), times, and dates to explain why, what, when,

where, how and with whom, you are going to integrate the spiritual practices into your daily life and ministry. (Approx. 3 practices) Length should be 5-6 pages. (Worth 15%) Due Date: February 27th.

4. **Integrative Paper:** How do mission and spirituality relate to one another? Choose one practice, or one theological principle discussed in class and provide an integrative, research paper to show how mission and spirituality are inter-related in this one area. Length should be 10-12 pages. (Worth 30%) Due: April 3rd.
5. **Participation:** Students are expected to attend and participate in each class, demonstrating engagement with assigned and unassigned reading for the topic under discussion. Mark for oral presentation on historical figure will be included here. (Worth 5%)

Grading System

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Creative
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Grades without numerical equivalent:

CR	Designates credit; has no numerical equivalent or grade point value
NCR	Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
SDF	Standing deferred (a temporary extension)
INC	Permanent incomplete; has no numerical equivalent or grade point value
WDR	Withdrawal without academic penalty
AEG	May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

Policy on Assignment Extensions

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = “standing deferred”) beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF

must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar's office.

One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>), a student who plagiarizes in this course. Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges (http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

Other academic offences. TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

Writing Style. The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 7th edition (Chicago: University of Chicago Press, 2007), which is available at Crux Books.

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