



PENTECOSTAL

THEOLOGICAL SEMINARY

a Church of God ministry

Mission Statement:

The mission of the Pentecostal Theological Seminary is to form, support, and resource women and men for Holy Spirit-filled, Holy Spirit-led Christian ministry in today's world. The Seminary is dedicated to carry out this task as an act of obedience to God under the Lordship of Jesus Christ in the power of the Holy Spirit. The Seminary is committed to the absolute authority of Scripture and to the Holiness-Pentecostal interpretation of the Christian faith as set forth in the Declaration of Faith of the Church of God. The Seminary seeks to be a community of faith, worship, and study, nurturing covenantal relationships and creating awareness of the world mission and global diversity of the Church. It is the intention of the Seminary to help students integrate life and learning in such a way that they may acquire the maturity and professional competency needed to carry out the mission of the Church in the world. As a denominationally sponsored institution, the Pentecostal Theological Seminary is fully committed to the spiritual, doctrinal, and ethical emphases of the Church of God and is firmly dedicated to serving and training its ministry.

SECTION 1: COURSE OVERVIEW

CF 701 Foundations of Christian Formation

3 Hours

Spring 2022

January 31 – May 13, 2022

Asynchronous

Instructor: Dr. J. Ben Wiles

Office Location: Gause Administration Building

Office hours: By appointment

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Course Description

SECTION 2: COURSE REQUIREMENTS

Course Learning Objectives

This course will investigate the biblical, theological and historical foundations for Christian formation. Established approaches to Christian nurture will be placed in dialogue with Pentecostal expressions of

conversion, salvation, sanctification, baptism in the Holy Spirit, and growth within the Body of Christ. The nature of religious instruction will be considered. Biblical and historical models of discipleship will be explored and compared with contemporary models.

Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Articulate a clear and biblically informed theological understanding of Christian discipleship.
2. Identify and critique various contemporary approaches to discipleship ministries.
3. Relate current issues in the field of Christian education/discipleship to biblical and historical antecedents.
4. Defend a historically and theologically informed approach to discipleship and Christian formation, one that is comprehensive, congruent, and holistic.
5. Correlate recent research in the field of neuroscience with biblical and theological perspectives on Christian formation.

Course Textbooks

REQUIRED:

- Blevins, Dean G., and Mark A. Maddix. *Discovering Discipleship: Dynamics of Christian Education*. Kansas City, MO: Beacon Hill Press of Kansas City, 2010. ISBN: 978-0-8341-2496-7
- Chandler, Diane J. *Christian Spiritual Formation: An Integrated Approach for Personal and Relational Wholeness*. Downers Grove, IL: InterVarsity Press, 2014. ISBN: 978-0-8308-4042-7
- Thompson, Curt. *Anatomy of the Soul: Surprising Connections between Neuroscience and Spiritual Practices That Can Transform Your Life and Relationships*. Carol Stream, IL: Tyndale Momentum, 2010. ISBN: 978-1-4143-3415-8

Other articles and readings will be provided by professor.

RECOMMENDED FOR FURTHER READING

Anthony, Michael J. and Warren S. Benson. *Exploring the History and Philosophy of Christian Education: Principles for the 21st Century*. Wipf and Stock, 2011. ISBN: 978-1610977326.

Bridges-Johns, Cheryl. *Pentecostal Formation: A Pedagogy Among the Oppressed*. Wipf & Stock. ISBN 1608998991.

Brueggemann, Walter. *The Creative Word: Canon As a Model for Biblical Education*, 2nd Edition. Fortress Press: Minneapolis. 2015. ISBN-13: 9781451499582.

Fowler, James W. *Stages of Faith: The Psychology of Human Development and the Quest for Meaning*. New York: HarperOne, 1995.

Gallaty, Robby and Ed Stetzer. *Rediscovering Discipleship*. Zondervan: Grand Rapids. 2015. ISBN-13: 9780310521280.

Loder, James E., Dana R. Wright, Andrew Root, and Ajit A. Prasad. *Educational Ministry in the Logic of the Spirit*. Eugene, OR: Cascade Books, an imprint of Wipf and Stock Publishers, 2018.

Loder, James E., and W. Jim Neidhardt. *The Knight's Move : The Relational Logic of the Spirit in Theology and Science*. Colorado Springs: Helmers & Howard, 1992.

Maddix, Mark A., and Dean G. Blevins. *Neuroscience and Christian Formation*. Charlotte, NC: Information Age Publishing, Inc., 2016.

Moll, Rob. *What Your Body Knows About God : How We Are Designed to Connect, Serve and Thrive*. Downers Grove, Illinois: IVP Books, An Imprint of Intervarsity Press, 2014.

Scazzero, Peter. *Emotionally Healthy Discipleship: Moving from Shallow Christianity to Deep Transformation*. Grand Rapids, MI: Zondervan Reflective, 2021.

Scazzero, Peter. *Emotionally Healthy Spirituality: It's Impossible to Be Spiritually Mature, While Remaining Emotionally Immature*. Grand Rapids, MI: Zondervan, 2017.

Siegel, Daniel J. *Pocket Guide to Interpersonal Neurobiology : An Integrative Handbook of the Mind*. New York: W.W. Norton, 2012.

Stanford, Matthew S. *The Biology of Sin: Grace, Hope, and Healing for Those Who Feel Trapped*. Intervarsity Press, 2010.

Course Assessment

1. **Class Attendance/Participation** through weekly discussion forums. The discussion forums will consist of open and guided discussions that will focus on critical reflection of weekly assigned readings. Students will respond to instructor prompts and dialogue with each other. This will determine 30% of the course grade.
2. **Weekly Reading Quiz**. The student will complete an open-book weekly reading quiz. The quizzes will be multiple choice, true/false, multiple answer, etc. and cover the reading assignments for the week. The quizzes will determine 20% of the course grade.
3. **Reflection Paper**. The student will complete a reflection paper on the book *Anatomy of the Soul* by Curt Thompson, M.D. The paper should include the student's reflection on 3-5 new insights gleaned from how the field of neuroscience informs our understanding of Christian spiritual formation, how those insights affirm/challenge the student's embedded views and lived experiences, and how churches in general should incorporate these new insights into their discipleship and formation models. The reflection paper should be 5-7 pages, Turabian format, is due at the end of week 6 of the course, and will determine 20% of the course grade.
4. **Final Paper**. The student will design an ideal model for a Christian Spiritual Formation program in a local church. The student is strongly encouraged to base this paper on the church they are currently leading or serving in ministry, not as a critique, but with the aim of keeping the work grounded in the contextual realities of the local church with its inherent strengths, opportunities, and challenges. The student will seek to incorporate the seven formation dimensions reflected in Chandler's text *Christian Spiritual Formation* while demonstrating a Wesleyan-Pentecostal spiritual dynamic. The model should be properly supported by the

biblical, theological, learning theory, and neuroscientific insights gained from the readings in this course as well as the student's own further research. This paper should be 15 pages, thoroughly cited and formatted according to the Turabian stylesheet. The final paper will account for 30% of the course grade and will be due by the end of finals week.

Submission of Assignments

All work should be submitted via Populi in the appropriate assignment link. Under normal circumstances, work will not be accepted through email. Please consult the professor for any changes.

Required and Supplemental Resources

Students are expected to have all required materials by the first day of the semester.

GRADE	PERCENTAGE	QUALITY POINTS	MEANING OF GRADE
A	96-100	4.00	<i>Superior</i>
A-	91-95	3.70	
B+	88-90	3.30	<i>Very Good</i>
B	84-87	3.00	<i>Good</i>
B-	81-83	2.70	
C+	78-80	2.30	
C	74-77	2.00	<i>Minimal</i>
C-	71-73	1.70	<i>Unsatisfactory</i>
D+	66-70	1.30	
D	61-65	1.00	
F	0-60	0.00	<i>Failing</i>

SECTION 3: POLICIES & PROCEDURES

Attendance. Attendance is measured by participation in online discussion forums. Students who post after the due date for initial comments in each discussion form will be marked tardy for the class week. Regular attendance and participation are critical to the effectiveness of online courses as a communal activity. Students who are marked absent for two or more meetings in an online course will have their grade reduced by one letter grade. More than three absences will result in the students being dropped from the course or receiving a failing grade. All courses follow the Seminary calendar so that students attend for an entire semester (12 weeks of coursework; J-term online courses meet for 8 weeks.)

Academic Integrity. According to the PTS Student handbook, plagiarism occurs when a student deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its source. This definition applies to texts published in print or online, to manuscripts, to lectures, and to the work of other students. According to this definition, plagiarism includes, but is not limited to, the following:

- Copying any other person's work and submitting it as one's own, whether as a written document or an oral presentation.
- Copying or paraphrasing passages, sentences, phrases, data, statistics, isolated formulas, and visual aids from print, oral, or internet sources without proper acknowledgment.
- Using someone else's ideas without giving credit to the source.

- Submitting a professionally prepared research paper as one's own work.
- Submitting work that resulted from an unauthorized collaborative effort as individual work.
- Reusing or recycling a paper or research done for credit in a previous course without the permission and approval of all the professors involved.
- Offering material assembled or collected by others as one's own project or collection.
- Fabricating or creating material (statistics, text, etc.) to cite as a legitimate source.
- Intentionally documenting a source inaccurately.

Students who plagiarize will be subject to disciplinary action by the Seminary. See the PTS Student Handbook for further information on academic integrity policies.

This syllabus is provided to students and participants for their general guidance only. It does not constitute a contract; either expressed or implied, and is subject to change without notice.

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