



ANSWERING GOD'S CALL

DISC5170 Introduction to Spiritual Formation
New Orleans Baptist Theological Seminary
Division of Church Ministry
Fall 2021 Mentoring

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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

1. Introduction

Due: First Week

In Week 1, each student is to post a personal introduction via the Blog connected to Unit 1. Each student is also to comment on three classmates' introductory blog. This is the initial introduction to the mentoring track blackboard shell.

2. Textbook

Due: Weekly

Read the textbook assigned according to the *Course Schedule* section of this syllabus.

3. Journaling

Due: Weekly

Keep an electronic journal of your spiritual journey throughout the course. The journal is to include your thoughts/reflections about your spiritual journey. The student is to journal via the Blackboard Journal three-four times weekly with a paragraph (3-5 sentences) minimum each entry. The journal will not be read by the professor or other students but only briefly checked for completion. The completed journal is due the unit of class, Week 14.

4. Scripture memory

Due: Weeks 3-10

Memorize and recite assigned Bible verses according to the semester schedule. You will video himself or herself reciting from memory the assigned Bible verse. The student is then to upload the video to YouTube and follow the instructions to post the link of the video in the appropriate unit on Blackboard. The verses and weekly schedule in which they are due are outlined below.

5. Mentoring experience

Due: Weekly

You required to meet with your selected approved mentor, who is the same gender and who can challenge you spiritually. You will meet for a minimum of an hour per week beginning the first week of the semester. You will **log the weekly meeting times and have their mentor sign-off on the meeting**. The mentoring experience log-sheet is submitted online at the end of the semester to the professor. A *mentor goals/covenant* submission is due online after your first meeting of the semester with the mentor the first week. The *mentoring experience log-sheet* is submitted online at the end of the semester to the professor.

6. Reflection paper

Due: Week 13

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 journaling, scripture memorization, and prayer. (See Rubric for Grading in syllabus and on Blackboard for additional items to include regarding application and helping others grow spiritually.)

Evaluation of Grade

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

Journal	20%
Introduction/Scripture Memorization Links	20%
Reflection Paper	20%
Mentoring Experience	<u>40%</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.

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.

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>

Web-based Course Reminder/Warning

Web-based courses are, by nature, a different kind of learning experience than courses taught in the traditional classroom. Because of this structure, this web-based course is more reading and writing intensive than traditional classroom courses. Rigorous study of the deep things of God can be a rewarding experience for anyone who participates in it, but it also calls for extra diligence and integrity in completing the work. This reality does not mean that a web-based course cannot be successful in equipping you, the student, for effective, God-honoring ministry. It simply means utilizing a different strategy. Internet courses allow room for independent learners to thrive—to work at a responsible pace, to engage in student-led discussions, and to take ownership of the learning of course content. Note that your instructors are praying for your success.

Netiquette

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Course Schedule

Week 1 – Syllabus Review and Introduction
Semester overview with mentor

Week 2 – Reading, Chapter 1
Meeting with Mentor

Week 3 – Reading, Chapter 2
Scripture Memorization
Meeting with Mentor

Week 4 – Reading, Chapter 3
Scripture Memorization
Meeting with Mentor

Week 5 – Reading, Chapter 4
Scripture Memorization
Meeting with Mentor

Week 6 – Reading, Chapter 5
Scripture Memorization
Meeting with Mentor

Week 7 – Reading, Chapter 6
Scripture Memorization
Meeting with Mentor

Week 8 – Reading, Chapter 7
Scripture Memorization
Meeting with Mentor

Week 9 – Reading, Chapter 8
Scripture Memorization
Meeting with Mentor

Week 10 – Reading, Chapter 9
Scripture Memorization
Meeting with Mentor

Week 11 – Reading, Chapter 10
Meeting with Mentor

Week 12 – Reading, Chapter 11
Journal Due
Meeting with Mentor

Week 13 - Reading, Chapter 12
Meeting with Mentor

Week 14 - Reading, Chapter 13,
Reflection Paper Due
Meeting with Mentor

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

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.

**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 journaling, scripture memorization, and prayer.

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>

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

Instructor:

Semester _____ **Teaching**

Venue _____

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