

PRAYING SHAPES BELIEVING

Seabury-Western Theological Seminary

Fall 2012

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Course Description

Praying Shapes Believing focuses on spirituality in the Anglican Benedictine tradition – a tradition that holds that receiving grace is developmental over time. Its emphasis is on slow and deep growth as opposed to stunning and acute breakthroughs, though these may occur. The rhythm of worship (the Liturgical Year, the Daily Office, Eucharist, the Sacraments, the Lectionary, individual prayer and meditation) forms the foundation of this Anglican spirituality. The course will also focus on the lives, practices, teachings, and writings of prominent figures in Anglican spirituality.

Course format

This course uses a hybrid format: teaching and learning take place both online and in the classroom. *Praying Shapes Believing* uses the Blackboard online learning platform for communication, conversation, readings, assignments, and so on. Participants are expected to familiarize themselves with Blackboard and to check the site often. Participants should also check their email regularly for course information.

The course begins on **September 4, 2012**, and runs to **December 12, 2012**. The detailed course schedule gives readings and assignments for each week, which are to be posted on Moodle according with the course schedule.

The class will meet **October 12** (1 p.m.) – **October 13** (4:30 p.m.), **November 9** (1 p.m.) – **November 10** (4:30 p.m.), and **December 7** (1 p.m.) – **December 8** (4:30 p.m.) at Seabury for intensive classroom sessions. All participants are expected to be on campus throughout these times.

Course objectives

All Seabury courses offer participants opportunities to develop their theological, cultural, and ministerial competency. In particular, this course will enable participants to:

- Engage in theological reflection on responsible life in faith.
- Think theologically about assumptions, biases, and knowledge about themselves and others.
- Contribute to a learning community characterized by dialogue, mutual respect, and appreciation of diverse views.

- Articulate their beliefs as part of the Anglican tradition.

Course requirements¹

In order to achieve these objectives, participants are required to:

1. Complete all assigned reading.
2. Participate in course discussions in two ways:
 - Post substantive² reflections and responses on Moodle each week, as indicated in the class schedule. Each week each participant is to post one 500-600 word reflection on the readings and one 150-200 word response to another participant's reflection. (35% of grade)
 - Participate in the entirety of the October 12-13, November 8-9, and December 7-8 on-campus class session. (15 % of grade)
3. Submit one of the following final projects:
 - A 15-20 page, double-spaced (11-12 pt. font, 1" margins) paper, focusing on one of the people discussed in *Glorious Companions* in depth (your choice). It should combine biographical research and more extensive reading of the *Companion's* writing with your reflections of how your engagement with these sources is shaping and forming your spirituality. A 50/50 balance of research and reflection is appropriate.

Your topic statement for the paper should be 100-200 words in length, describe why his person intrigues you, include a brief research bibliography (no more than 5 items), and be **posted to Moodle by 10 p.m. on November 4.**

The paper is due by 5 p.m. on December 12. (50% of your grade)

- A 15-20 page play in which you interact with one of the people discussed in *Glorious Companions*. The emphasis is not so much on stagecraft as it is on engaging your companion in a lively discussion of his or her own spiritual history and how your own spiritual formation has benefitted from (or might benefit from) interaction with his or her life and ideas. A variation on this option is to prepare a C.P.E.-type verbatim reporting on a pastoral visit to the *Companion*.

¹ Course requirements apply to participants taking the course for academic credit (a letter grade, or Credit/No Credit). Auditors and lifelong learners are expected to do all the work that is necessary for them to be full participants in classroom discussions; in this course, that includes all reading. Auditors and lifelong learners may participate in online as well as classroom discussions.

² *Substantive* in this context means that you engage the actual content of one or more of the readings and reflect on how your reading and your contemplation of it – your *lectio divina* – is shaping and forming your self and your spirituality. To this end, your reading should be done slowly, with focus on illumination rather than acquisition of knowledge. As you write, reflect on the fruit of your reading as you have appropriated it to your self; do not discuss your knowledge of the content of the reading. Comments on others' posts should also be substantive in the same sense.

Your proposal for your play should be 100-200 words in length, describe why this person intrigues you, include a brief research bibliography (no more than 5 items), and be **posted to Moodle by 10 p.m. on November 4.**

The play is due by 5 p.m. on December 12 (50% of your grade)

Research:

- The paper or play must include research beyond the assigned course reading, drawn from reliable sources such as books, journals, and other studies.
- If you have questions about appropriate use of a source, check with Donna Ialongo.

Writing

Clear, accessible writing is indispensable to effective mission and ministry. Therefore, posts and comments on Moodle as well as papers should use correct spelling, grammar, syntax, and the like; they should be substantive; and they should foster dialogue, mutual respect, and diverse views.

- Use Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th Edition (Chicago: University of Chicago Press) to find proper styles and formats for notes, references, and paper presentation. There are also very helpful guides to research and to paper development in this edition.

Academic Integrity

Seabury expects participants in its programs to adhere to the highest standards of academic integrity. This includes:

- Contributing to a learning community characterized by dialogue, mutual respect, and appreciation of diverse views. Respect is to be accorded to all persons, regardless of race, color, gender, age, physical disability, height or weight, national and ethnic origin, marital status, sexual orientation/identity, or gender identification. We are intentional in following the Baptismal Covenant (*The Book of Common Prayer*, pp. 304-305), striving for justice and peace among all people and respecting the dignity of every human being.
- Adhering to canons of academic honesty by properly acknowledging the work of others. Plagiarism—the use of others' words and ideas without adequate reference to the author or indication of quotation—is a serious form of academic dishonesty or academic fraud, and offenders are subject to discipline, up to and including expulsion from the school. In order to avoid plagiarism, especially by inappropriate use or citation of quotations and ideas, students are expected to familiarize themselves with the requirements and practices of citation found in Turabian's *Manual for Writers*. Note that the 7th Edition has very helpful guides for research and writing. Unfamiliarity with these requirements and practices is not an acceptable reason for unintentional plagiarism.
- **Note:** These papers require research beyond the assigned texts. Material on the internet is appropriate only if it cites sources, or if it is itself a copy of material published in a reputable journal, document, or a book from a known publisher or organization. (Such journals and

books have been evaluated by qualified persons before publication, whereas other material on the internet may not have been.) Other material may be used to establish basic facts or as expressions of opinion. Use Kate Turabian et al., *A Manual for Writers*, 7th Edition, for citations, etc.

A Caution Before Citing Wikipedia

(Source: http://en.wikipedia.org/wiki/Wikipedia:Citing_Wikipedia. Yes, ironically, we are citing Wikipedia. This is advice of the “from the horse’s mouth” variety.)

As with any source, especially one of unknown authorship, you should be wary and independently verify the accuracy of Wikipedia information if possible. For many purposes, but particularly in academia, Wikipedia may not be an acceptable source; indeed, some professors and teachers may reject Wikipedia-sourced material completely. This is especially true when it is used without corroboration. However, much of the content on Wikipedia is itself referenced, so an alternative is to cite the [reliable source](#) rather than the article itself.

We advise special caution when using Wikipedia as a source for research projects. Normal academic usage of Wikipedia and other encyclopedias is for getting the general facts of a problem and to gather keywords, references and bibliographical pointers, but not as a source in itself. Remember that Wikipedia is a wiki, which means that anyone in the world can edit an article, deleting accurate information or adding false information, which the reader may not recognize.

Please note: Participants are expected to complete all work on time. Extensions may or may not be granted at the discretion of the faculty members. You must request such extensions well before the due date. Work submitted after a due date will receive a lower grade.

Required Reading

Materials participants will use all term are:

Black, Vicki K. *Welcome to Anglican Spiritual Traditions (Welcome to the Episcopal Church)*. Harrisburg, PA: Morehouse Publishing, 2011; ISBN-10: 0819223689.

Countryman, William L. *The Poetic Imagination: An Anglican Spiritual Tradition*. Maryknoll, NY: Orbis, 1999; ISBN 1-57075-307-5.

Griswold, Frank T. *Praying Our Days: A Guide and Companion*. Harrisburg, PA: Morehouse, 2009; ISBN 978-0-8192-2359-3.

Laird, Martin. *Into the Silent Land: A Guide to the Christian Practice of Contemplation*. New York: Oxford University Press, 2006; ISBN 0-8028-3920-7).

Schmidt, Richard H. *Glorious Companions: Five Centuries of Anglican Spirituality*. Grand Rapids, MI: Eerdmans, 2002; ISBN 978-0802822222.

Underhill, Evelyn. *Essential Writings*. Edited by Emilie Griffin. Maryknoll, NY: Orbis, 2003; ISBN 1-57075-471-3.

Also, please have *The Book of Common Prayer* and *The Bible* at hand as you read the assigned texts, write your papers, and participate in class.

Recommended Reading:

Booty, John. *Reflections on the Theology of Richard Hooker*. Sewanee, TN: Sewanee Mediaeval Colloquium, 1999; ISBN-10: 0918769450. (Limited availability: Amazon has about 3 copies for \$15-\$20; abebooks.com has one copy. A library may be your best option.)