

Course ID:	Course Title:	Fall 2022
CS 662 Ambrose Seminary	Prayer Paths to God	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Rev. Terry Fach, MPhil (Oxon)	First Day of Class:	September 7, 2022
Days:	Mon/Wed	Email:	tfach@ambrose.edu	Last Day to Add/Drop:	September 18, 2022
Time:	9:45-11am	Phone:	403-410-2000x5915 Text 403-923-3975	Last Day to Withdraw:	November 21, 2022
Room:	A2210	Office:	A2011 (in Student Life area)	Last Day to Apply for Coursework Extension:	
Lab/Tutorial:	n/a	Office Hours:	Drop in hours: Wed 1:30pm - 3:30pm or by appt	Last Day of Class:	December 7, 2022
Final Exam:	n/a				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

An advanced course which studies the historical theology and practice of Christian prayer as it pertains to understanding the role of prayer within the spiritual life. The course is taught from a broadly Christian perspective and includes practical opportunities to try different forms of prayer.

Prayer is not an indifferent or small thing. It is not a sweet little privilege. It is a great prerogative far reaching in its effects. Failure to pray entails losses far beyond the person who neglects it. Prayer is not a mere episode of the Christian life. Rather the whole life is a preparation for and result of prayer. In its condition, prayer is the sum of religion. Faith is but the channel of prayer. Prayer is the lungs through which holiness breathes. Prayer is not only the language of the spiritual life, but makes its very essence and forms its real character.

Edward Bounds, *The Possibilities of Prayer*. (1979)

Expected Learning Outcomes

1. A basic awareness and understanding of the development of the practice and theology of Christian prayer from the first to the twenty-first centuries;

2. An appreciation for the diversity and value of the 'prayer classics' in the Eastern Orthodox, Roman Catholic and Protestant traditions;
3. A heightened appreciation of the centrality of the prayer experience in living a spiritual life;
4. An introductory proficiency in several prayer practices, including meditative, contemplative, and monastic-influenced approaches to prayer.
5. A basic introduction to the kinds of prayers Christians use in corporate worship, historically and in current practice.

Textbooks

1. Richard Foster, *Prayer: Finding the Heart's True Home*. (Harper, 1992) ISBN 0-06-062846-4
2. Martin Luther, *A Simple Way to Pray*. (Concordia, 2012), translated by Matthew C. Harrison

***** for seminary students, supplementary articles and excerpts will be assigned on Moodle**

Course Schedule

Date*	Topic	Text Readings
Sept. 7	Why pray? What is prayer?	RF, 1 & 6
12	Jesus and Prayer Praying with Henri Nouwen	RF, 5 & 16
14	The Lord's Prayer	ML, all
19	Praying with Martin Luther	ML, all
21	Visio Divina – Guest Lecturer, Paul Cook	
26	Monastic Prayer & the Divine Hours	RF, 7 & 10
28	Praying with St. Benedict (The Daily Office)	RF, 7 & 10
Oct. 3	The Jesus Prayer (The Way of a Pilgrim) – with Fr. Matthew Francis	RF, 11
12	cont.	RF, 11
17	All-Day Prayer Retreat @ FCJ Centre – with Alicia Dykstra: Labyrinth and Sung Prayer (Taize)	
19	No class (in lieu)	
24	Meditative Prayer: The Examen, <i>Lectio Divina</i> , <i>The Psalms</i>	RF 3, 13
26	Praying with St. Ignatius and John Calvin	
31	Contemplative Prayer: Centring Prayer, the Prayer of Presence, Breath Prayer, Prayers of the Heart, Praying in the Spirit	RF 12, 14, 15
Nov. 2	Praying with St. Teresa of Avila	

14	Prayer and Protest	RF 21
16	Praying with Thomas Merton	
21	Prayer in the Dark: Lament and the Dark Night of the Soul	RF 2, 4, 19
23	Cont.	RF 2, 4, 19
28	Cont.	
30	Praying With Others: Intercession and Petition	RF 17, 18
Dec. 5	Prayers for Worship	
7	Cont.	
12	No class (in lieu)	

*approximate

Requirements:

A. Attendance = 10%

Because this course emphasizes learning about prayer through the actual practice of prayer in class, attendance is critically important. Attendance at the All-Day Retreat is required. Please inform me if you have to miss a class. Please be sure to take note of the class schedule above.

All Day Retreat:

Location: FCJ Centre, 219 19 Ave SW, Calgary

Time: 9:30am – 3:00pm

Parking: free parking available

Details: coffee break snack and lunch provided (please let Terry know if you have any dietary restrictions)

B. A review-response paper (6-8 pages) on Richard Foster's book, *Prayer*, = 25% which

1. Explains the relationship between the thesis of the book and its title/subtitle (5 marks/ 3/4 page);
2. Describes the nature and range of the prayer experience according to the book (10 marks/2-3 pages);
3. Identifies five of the student's most abiding thoughts about prayer inspired by the book with supportive reasons (5 marks/ 1 1/2 -2 pages);
4. Identifies five significant, critical issues which the book raises in the student's mind (5 marks/1 page);
5. Gives an assessment of the overall value of the book including strengths and weaknesses (5 marks/ 1 1/2 pages).

Please entitle this assignment "*Prayer: A Book Review/Response*"

DUE: Friday, October 21, 2022 (by 5:00pm) (25% of the final grade)

C. A review-response paper (6-8 pages) on a book about prayer of your choosing = 25% which

1. Explains the relationship between the thesis of the book and its title/subtitle (5 marks/ 3/4 page);
2. Describes the nature and range of the prayer experience according to the book (10 marks/2-3 pages);
3. Identifies five of the student's most abiding thoughts about prayer inspired by the book with supportive reasons (5 marks/

- 1 1/2 -2 pages);
4. Identifies five significant, critical issues which the book raises in the student's mind (5 marks/1 page);
 5. Gives an assessment of the overall value of the book including strengths and weaknesses (5 marks/ 1 1/2 pages).

Note: A list of recommended books for review will be provided to students on Moodle class site. If you wish to review a book not on this list, please consult with Terry.

Please entitle this assignment “ _____ (title of book reviewed): *A Book Review/Response*”

DUE: November 25, 2022 (by 5:00pm) (25% of the final grade)

D. Four Reflections: based on four different week-long prayer assignments = 40%

Over the 13 weeks of class, we will try 4 – 5 different prayer practices for one week each. These practices draw from the different Christian traditions of prayer. After you have practiced a week’s prayer, write a 5 page reflection on your daily prayer experience. Here are some suggestions for your written reflection:

1. Consider keeping a journal handy for noting your thoughts as you pray each day, e.g. praying the Daily Office. Some prayer practices will evoke considerable material for writing and reflecting, e.g. the Examen or praying the Psalms.
2. Record any physical and emotional responses, images/insights/impressions/applications to life circumstances received in that week;
3. Describe the struggles and barriers encountered (if any);
4. Evaluate the strengths and weaknesses of the pattern of prayer for the student's own spiritual growth.
5. The expectation is that the daily prayer commitment will be 15 - 30 minutes

The title of the assignment is *Reflection on Practice:* _____ (name of prayer practice, e.g. Examen.)

DUE: TBA (60% of the final grade—4 x 10%)

Submission of Assignments

All assignments must be submitted to the class Moodle drop box. Any late assignments which have not been granted an extension must still be turned in by the end of the course and will receive a two grade penalty provided they have demonstrated an acceptable level of performance.

Attendance:

See above under “Requirements”

Grade Summary:

The available letters for course grades are as follows:

Grade	Interpretation	Grade Points
A+	Excellent	4.00
A		4.00
A-		3.70
B+	Good	3.30
B		3.00
B-		2.70
C+	Satisfactory	2.30
C		2.00
C-		1.70
D+	Poor	1.30

D	Minimal Pass	1.0
F	Failure	0.00
P	Pass	No Grade Points

Percentage equivalent

A+	(96-100)	Excellent
A	(91-95)	
A-	(86-90)	
B+	(82-85)	Good
B	(75-81)	
B-	(72-74)	
C+	(68-71)	Satisfactory
C	(63-67)	
C-	(60-62)	
D+	(56-59)	Minimal Pass
D	(50-55)	
F	(< 50)	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Other:

Ambrose University Important Information:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that

may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Note: Students are strongly advised to retain this syllabus for their records.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888