KNOW YOUR STORY, LIVE IT BOLDLY
A Six Week Stevenson School Class for Lent 2017
The Rt. Rev. Audrey C. Scanlan

METHODOLOGY

The class "Know Your Story, Live it Boldly" will be taught using a variety of methodologies in keeping with the Stevenson School tradition.

This class is designed for individuals and/or parish-based groups. Parish based groups who use the course as a Lenten Study can opt to gather in real-time for discussion in their congregation on a weekly basis as well as participate in the on-line discussion groups.

Course work will include:

- A weekly **warm-up writing prompt** inviting personal narrative (also good for parish group sharing) with the option for individual essays to be included in a diocesan literary magazine/blog to be published in late spring 2017
- **Videotaped lectures** with accompanying power-point slides
- Assigned **reading** (including some you-tube videos for viewing)
- An **on-line discussion thread** (for participating parish groups these discussion topics could be used as material for a mid-week, face-to-face Lenten discussion program)
- **Writing assignments** based on the lectures and readings (optional for parish group participants, mandatory for those taking the class for Stevenson School academic credit)

WEEKLY PLAN- SCHEDULE

The **warm-up writing prompts** should be completed before participating in any of the material for the week's lessons.
The **lectures** will be posted on Sunday night.
The **assigned reading** will inform the lectures but it is not essential to have completed the reading before listening to the lecture.
The **on-line discussion thread** will begin on Tuesday morning and continue through the week.
Writing Assignments are due at the end of the week and before the next lecture.

ASSIGNMENT CONTENT

The **warm-up writing prompts** are designed to elicit stories from one's own experience as a way to enter personally into the subject matter for the week. They will not be graded. They can be posted in the appropriate place on the Moodle site or shared in a parish setting with the study group, as desired. They are not intended to be scholarly, but to invite connection with the topic of the week by eliciting memories,

experiences and wisdom from one's own personal canon of stories. Generally speaking, warm-up prompts are to be 750 words or less in length. Those desiring their pieces to be included in the spring literary magazine/blog will have the opportunity to make further edits.

The **lectures** will include material from scholarly sources and from the instructor's personal experience. They can be viewed at the students' leisure. Slides containing data and key points will provide students with take-away notes. They will vary in length but not exceed one hour.

Assigned Reading will be found on the moodle site either as a reference to an ATLA article (available on the Stevenson School Moodle site via link), by scanned copy available on the moodle site or with a link to an article (or video, in one instance) on the web. On occasion, "other resources" will be listed for students' consideration. The "other resources" that include ATLA articles can be accessed through the ATLA site by typing the article title into the search box.

The **on-line discussion thread** will be for the purposes of sharing responses to the readings, lectures and other material and will begin each week with a prompt from the instructor and evolve from there. *Those who are taking the class for Stevenson School credit will be required to participate in the on-line discussion thread.* The thread will be visited by the instructor during the course of the week.

Writing Assignments will invite the student to explore one of the themes from the week's reading or lectures. The recommended length of assignments will be noted (generally not to exceed more than 2 pages per assignment). *Those taking the class for Stevenson School credit must complete each of the 6 papers, turning them in each week before the next lecture*. In difficult circumstances, papers may be turned in late with the instructor's permission. All are welcome to complete the assignments (ie: members of parish-based groups) but only those taking the class for credit will receive a grade.

MARCH 5 WEEK ONE: STORY

MARCH 12 WEEK TWO: THE BIBLE AS LITERATURE AND STORY

MARCH 19 WEEK THREE: THE CHRISTIAN META-NARRATIVE

MARCH 26 WEEK FOUR: UNDERSTANDING DISCIPLESHIP

APRIL 2 WEEK FIVE: THE MISSIONAL IMPERATIVE

APRIL 9 WEEK SIX: OUTLINING OUR NEXT CHAPTERS

MARCH 5, 2017 WEEK ONE: STORY

Warm-Up Writing Prompt:

If a child asked you tonight, "Tell me a Story," as you were tucking him/her into bed, what story would you tell… and why? 750 words or less

Lecture:

What is story?
Earliest story traditions
The Anatomy of a Story- form, type, structure, shape
The Power of Story

Assigned Reading:

ATLA Article "Storytelling, Doctrine and Spiritual Formation"
Catherine M. Wallace
Anglican Theological Review Jan 1999
pp. 39-59

ATLA Article "Transforming Lives through the Transforming Story: Exploring the Power of Narrative Teaching in Families and Congregations"
Barry D. Espinoza
Journal of Family and Community Ministry Vol 27 Jan 2014
pp. 102-118

On-Line Discussion Thread:

Is there a distinctive family narrative thread ("lived experience") that you have inherited and how have you participated in the *continuity* of that thread, strengthening your future or how have you *changed the story* in your generation (transformation) by action and influenced the future of your progeny?

Writing Assignment:

Choose either the Old Testament lesson (Gen. 2: 15-17, 3: 1-7)- the Temptation of Adam and Eve- or the Gospel Lesson (Matthew 4: 1-11)- the Temptation of Jesus- assigned in this week's lectionary and create a story map using one of

the forms presented in the lecture. Note the different parts of the story for the form that you have selected.
What is the theme of the story?
If you were editing the story, what changes might you make?
In your own life, have you had an experience that resonates with the theme?
750 words or less (drawings encouraged in the story mapping part)

Other Resources and Additional (optional) Reading:

"Storytelling in the First Three Years"
Susan Engel
April 18, 2016
(scanned for moodle site)

"Creating Community Through Storytelling"
Tracy Coskie, Heidi Trudel, Rosemary Vohs
www.ncte.org/library/NCTEFiles/Resources/Journals/TP/0221.../TP0221**Creating**.pdf

The Shape of Story- interview with author/playwright/actress Catherine Ann Jones on "Waking Universe" with host Lance Mungia (1 hour)
https://youtu.be/3kyrofDnBSw

Kurt Vonnegut on Story Shapes (rated PG) video on Youtube.com (5 minutes)
https://youtu.be/oP3c1h8v2ZQ

WEEK TWO: THE BIBLE AS LITERATURE AND STORY

Warm-Up Writing Prompt:

If your biography were going to be published next year, what one story or chapter would you insist on being included in it, without a doubt?

Lecture:

Origins of the Bible, Codification
Story Forms in the Bible
The Bible as God's Story and Our Story

Assigned Reading:

ATLA Article "What is Sacred Text?"
Robert Detweiler
Semeia Jan 1985
pp. 213-230

ATLA Article "A Perspective on Narrative Theology: its purpose, particularity and centrality."
Martha Elias Downey
Theoforum 43 2012
pp. 291-307

Scanned chapter "Making the Story our Own" from *Engaging the Word*
Michael Johnston (Cowley Publications, Cambridge, MA 1988)
pp. 38-53

A Children's Bible (preferably with pictures) of your own choosing. Read 2 stories of your own choosing to prepare for the writing assignment.

On-Line Discussion Thread:

In the Episcopal tradition at the rite of ordination, candidates sign an "Oath of Conformity" vowing, among other things, that they believe that "The Holy Scriptures of the Old and New Testaments (are) the Word of God and… contain all things necessary to salvation." (BCP 513, 526,538)
What does this mean to you?

Writing Assignment:

Read any 2 stories of your own choosing from a children's bible and then read them in the New Revised Standard Version of the Bible (available on www.biblegateway.com if you don't have one.)
In no more than 2 pages (one page per story) describe the substantial differences, if any, between the Children's version and the NRSV. What do you think a child might learn about God from each of these stories as presented in the Children's bible? How do the two versions of the story make you feel?

Other Resources and Additional (optional) Reading:

Understanding the Bible: An Introduction for Skeptics, Seekers and Religious Liberals
John A. Buehrens Beacon Press, Boston, MA 2003 (esp. the Introduction: "Where does the Bible Come From?"

"How The Bible Came to Be"
Chapter 2 of *The Bible for Today's Church* Seabury Press, New York, 1979

Opening the Bible
Roger Ferlo Cowley Publications, Cambridge, MA 1988

WEEK THREE: THE CHRISTIAN META-NARRATIVE

Warm-Up Writing Prompt:

Tell a story about wholeness, or brokenness restored to wholeness.

Lecture:

What is a "meta-narrative?"
Meta-narrative frameworks in the Bible
52 Major Stories in the Bible that create a scaffolding
The "Four Chapter Gospel"

Assigned Reading:

ATLA Article "Formed by Story: The Meta-Narrative of the Bible as Doctrine"
Sharon Warkentin
Christian Education Journal Jan 2012 Series 3 Vol 9 Supplement
pp.110-123

Scanned Article "The Big Story of the Bible"
Jerry Sittser 2012

On-Line Discussion Thread:

Respond to Sharon Warkentin's argument in her article that denounces the application of specific bible stories to our contemporary (personal) lives and claims a greater value, formationally, in the meta-narrative. Do you agree or disagree with Warkentin's thesis? Why?

Writing Assignment:

Choose no more than 5 words to describe the chronological flow of your life's meta-narrative (the sweeping ideas or themes of your life so far). Explain, briefly, why you have chosen these words.

Other Resources and Additional (optional) Reading:

ATLA Article	"Patterns in the Old Testament Metanarrative: Human Attempts to fulfill Divine Promises " Nicholas P. Lunn *Westminster Theological Journal* Sept 2010 pp. 237-49
You-tube Video	Meta-Narrative of the Bible lecture. Stowe Campbell (Christian Missionary for The Navigators) Feb 23, 2013 (52 min) https://youtu.be/0frslA_Dhwo *Disclaimer: This video, while offering an excellent and engaging overview of the sweep of the Salvation story also uses patriarchal language throughout, gives attribution of the authorship to the Pentateuch to Moses and is heavy in its atonement theology.*

WEEK FOUR: UNDERSTANDING DISCIPLESHIP- Our call to Learn, Follow, Serve

Warm-Up Writing Prompt:

Recount a story of a time when you were either a learner or a teacher.

Lecture:

Identifying the key stories of discipleship in the New Testament
The Key Ideas of Discipleship (Paul)
Finding our "now" as disciples- our "compass point" in God's Story

Assigned Reading:

ATLA Article	"Story Matters: One Congregation's Perspective" Bob Lewis *Currents in Theology and Mission* June 2014 pp. 191-94
Blog on Web with 3 links to follow	"Is Discipleship Anglican?"

Episcopal Café discussion regarding the Mar. 2015 Lambeth Lecture of the Archbishop of Canterbury
This can be located in the ***Episcopal Café blog archives*** *for March 2015 pg. 6 (it is one of several articles posted on that day.)* www.episcopalcafe.com

Please read the blog entry mentioned above, "Is Discipleship Anglican (cont.) ?" posted by Jon White and then follow the links in the body of the blog posting to read three other articles:

1. "Is Discipleship Anglican?" (Paul)
2. "The Challenges that the new C of E reports duck" (Woodhead)
3. "Dissing the D-Word" (Tilby)

On-Line Discussion Thread:

Three different arguments are presented in the Episcopal Café blog and linked articles about discipleship and if it "fits into the ethos of Anglicanism:" Paul, who argues that discipleship is "biblical and Anglican," Woodhead, who says that discipleship is a "theologically peripheral concept," and Tilby, who say that discipleship is part of our "sectarian vocabulary that shows the influence of American-derived Evangelicanism on the Church's (C of E) current leadership." Where, if in any of these camps, do you land on the idea of discipleship? Is it part of our Anglican/Episcopal ethos? If so, how do you see it lived out?

Writing Assignment: (choose one)

Where/what is your "now" as a disciple? How are you learning, following, serving as a disciple of Jesus Christ? (500 words or less)

OR

What guiding story from scripture would you choose to describe your congregation in its current state? (500 words or less)

Other Resources and Additional (optional) Reading:

ATLA Article "The Call to Discipleship: A Challenge to Personal Commitment"

Kowalski
AFER 2000
pp. 120-132

WEEK FIVE: THE MISSIONAL IMPERATIVE

Warm-Up Writing Prompt:

Tell a story about your planning for and going on a trip to somewhere new.

Lecture:

What is the *missio dei*?
What does it mean to be "missional?"
Exploring the Great Commission
5 Biblical "Distinctives" that form the missional church (DeVries)
What the Missional Church "looks like" (Clergy Conference 2015 PowerPoint)

Assigned Reading:

Word Doc Article provided on moodle site	"What is Missional?" from www.missionalchurchnetwork.com
ATLA Article	"Missional Discipleship: Discerning Spiritual Formation Practices and Goals within the Missional Movement" Christopher Beard *Missiology: An International Review* 2015 Vol 43 (2) pp. 175-194

On-Line Discussion Thread:

Describe ways in which your parish community is acting missionally. Describe the challenges in becoming more missionally focused.

Writing Assignment:

Explain how the idea of the Missional Church affirms the Great Commission and why it is both a personal and a communal idea. Give examples of your personal and communal participation in missional action. 500 words

Other Resources and Additional (optional) Reading:

People of the Way: Renewing Episcopal Identity
Dwight Zscheile 2012 (Church Publishing, Inc.)

WEEK SIX: OUTLINING OUR NEXT CHAPTERS

Warm-Up Writing Prompt:

Tell a story about when you created something.

Lecture:

Developing a Personal Discipleship Plan (PDP)
Assessing what is
Clarifying Values
Creating a Vision
Four components of a PDP (Prayer, Planning, Action, Accountability)
Life in Community/Accountability
Community Identity and plan

Assigned Reading:

ATLA Article — "Schedule Interrupted: Discovering God's time-management technique"
Mark Buchanan
Christianity Today Feb 2006
pp. 42-45

ATLA Article — "Planning for Grace"
Editorial
Sept. 6, 2011
p. 7

ATLA Article — "A Time for Change, A Time for Hope"
John Wimberly
Congregations, 2013
pp. 33-36

On-Line Discussion Thread:

How will you structure the shaping of and support of your own plan of personal discipleship (PDP)?

How does a PDP assist in the shift from discipleship to apostleship?

Does your congregation have its own (strategic) plan? How is it implemented and shared?

Writing Assignment:

Using the material in the Lecture as a springboard, create a plan of personal discipleship (PDP). (this does not need to be turned in and is for your own use)

For the writing assignment, share your personal vision discipleship statement from the PDP and *one* of the goals and action steps that you have discerned. Limit 500 words.

Other Resources and Additional (optional) Reading:

ATLA Article "Back to the Future: Visionary, Entrepreneurial, Missional Anglican Leadership for Today's Church"
Karen Ward
Anglican Theological Review Jan 2010
pp. 167-73

ATLA Article

"All the Rage: How Small Groups Are Really Educating Christian Adults Part Three: Anchoring Small Group Ministry Practice—Biblical Insights and Leadership Development"
Mary Rynsburger and Mark A. Lamport
Christian Education Journal, 2009 pp.123-125

ATLA Article

"Beyond Critique or Lamentation: Towards an Integrated Approach to Adult Faith Formation"
Derek Evans and Janet Gear
Touchstone 2004 pp. 20-29

ATLA Article

"Perspectives on the Spiritual Development of the "Aging" Boomers"
Hal Pettegrew
Christian Education Journal Fall 2008 pp. 305-320

ATLA Article

"A Long Adolescence in a Lame Direction? What Should We Make of the Changing Structure and Meaning of Young Adulthood?"
Chris Kiesling
Christian Education Journal Vol 5 no 1 Spr. 2008 pp. 11-27