

## ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS OF TRINITY WESTERN UNIVERSITY

### Graduate Course Syllabus

**Course Number:** PTH 560 OL

**Course Name:** Theology and Practice of Worship

**Semester and Year:** Spring 2023

Instructor: **Rev. Dr. Joan DeVries**

Contact Information: [joan.devries@twu.ca](mailto:joan.devries@twu.ca)

Office Hours: **By appointment, generally on-line.**

Co-requisites or Pre-requisites: **None**

Semester Hours: **Monday, Feb 27 - Saturday, Ap 22, 2023**

### Course Description

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This course provides a framework for thinking about and planning vital and faithful Christian worship by exploring the Biblical and theological foundations of worship, reviewing the ways the church's worship gatherings have been shaped over the centuries, and analyzing today's worship spectrum. Key elements in the practice and leadership of worship will be explored including the ordering of worship, the care of language used, the role of prayer and music, and models of collaborative worship planning.

### Course Learning Outcomes

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At the end of the course, students should be equipped to become...

- **better worshippers** by experiencing more deeply the privilege of offering public worship to God in Christ through the Spirit. [SLO 3,6]
- **better guests and hosts** by learning how to be perceptive participant-observers in worship services of other traditions; and by developing sensitivities that help them extend a hospitable welcome to guests in their own congregations. [SLO 2,7]
- **better pastoral theologians** who are able to:
  - articulate key biblical and theological foundations of Christian worship [SLO 1,2]
  - develop an aptitude for careful theological reflection about worship [SLO 2,5]
  - cultivate pastoral sensitivities that apply these principles wisely in their own ministry settings [SLO 6,7]
  - grow in the appreciation of their own as well as other worship traditions [SLO 3]
- **better worship leaders** who have developed theological insight and basic skills in worship planning

and leadership such as ordering a worship gathering, choosing appropriate songs, preparing thoughtful prayers and spoken introductions so as to facilitate planning of worship services that will honour God and nurture the believing community.[4, 7]

## Required Texts and Materials

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Cherry, Constance. *The Worship Architect: A Blueprint for Designing Culturally Relevant and Biblical Faithful Services*. Grand Rapids: Baker, 2010. 274 pages

Lim, Swee Hong and Lester Ruth. *Lovin' on Jesus: A Concise History of Contemporary Worship*. Nashville, Abingdon, 2017. 142 pages

Peterson, David. *Engaging with God: A Biblical Theology of Worship*. Downers Grove: IVP Academic, 1992. 280 pages

Webber, Robert. *Ancient Future Worship: Proclaiming and Enacting God's Narrative*. Grand Rapids: Baker, 2008. 183 pages

White, James F. *A Brief History of Christian Worship*. Nashville: Abingdon, 1993. 180 pages

## Course Activities/Requirements

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Assignments are due by midnight (your time) on the day they are due. I would ask that you submit your assignments in the online Moodle classroom accessible through MyCourses. When you go to the Moodle classroom, you will see assignment folders where you can submit assignments. Once I have marked your assignment, I will put it in your grade book in the Moodle classroom where you can check your grade and review the comments I made on the assignment (you will receive an automatic notification whenever I put a graded assignment in your grade book). Please note that I will typically deduct 5% of an assignment's total possible value for each day that it is late. I will consider extensions in exceptional circumstances such as a medical emergency (when a doctor's note accompanies the request).

Here is an overview of all the assignments followed by a detailed description of them:

Week	Due Date	Assignments	% Final Grade	Cumulative %
0	Feb 27	Pre-reading due & Introduction Forum post		
1	Feb 27-Mar 4	Forum Week #1	5%	5%
2	Mar 6-11			
3	Mar 18	Biblical Theology of Worship Paper	25%	30%
4	Mar 20-25	Forum Week #2	5%	35%

5	Apr 1	Reading Response to <i>Lovin' on Jesus</i>	20%	55%
6	Apr 3-8	Forum Week #3	5%	60%
7	Apr 10-15	Forum Week #4	5%	65%
8	Apr 22	Worship Review Paper	35%	<b>100%</b>

### Course Pre-Reading Requirement

Due to the condensed nature of this course, please have the following read before the course begins on Feb 27, 2023:

- Webber, *Ancient Future Worship*, Chapters 1-5
- Peterson, *Engaging with God*, Ch 1,2
- Cherry, *The Worship Architect*, Ch 1,2

You will be expected to integrate ideas from this textbook into the forum discussions and other assignments.

*Pre-Forum:* Introduce us to you, and to your worshipping community. Give us some sense of place, people, songs, and activities of your worship gatherings.

### 1. READINGS AND ONLINE FORUM PARTICIPATION (20% of the final grade)

Foundational to this course is the expectation that students will carefully and thoroughly read through the course textbooks. Several of them are key to assignments, whether Forums or other assignments. There are also videos, video links, and other documents listed on the course Moodle site. As you read and watch, it is wise for you to take notes in preparation for participation in the online forum and for your assignments. There are four weeks in which there are Forum posts. You should plan to invest approximately four hours into crafting forum posts and responding to forum discussions during each 1 week Forum session (Monday-Saturday), for a total of approximately 16 hours during the course. Each forum segment is worth 5% of your final grade. I expect your posts to show clear interaction with the material of the course and textbooks. (They are not simply off-the-top-of-your-head opinion pieces!)

Students are expected to contribute to the forum discussions by posting a minimum of **3 Substantive** contributions (worth up to 20 points each) and **4 Conversational** (worth up to 10 points each) per forum week. Please make sure that you spread out your contributions over at least three days during the designated forum weeks so that you engage in the forum conversations at different points.

By **3 Substantive Responses**, I mean responses that show a deep processing of relevant ideas (this usually takes 200-300 words). We have a tremendous opportunity to build upon one another's knowledge, insights, and experience. Our goal is to collaborate in the forum. At times, we will respectfully challenge each other. We anticipate that this will be a rich time of dialogue. To create a safe environment for this to take place, we must build a supportive subculture that encourages one another. Disagreeing and challenging can be stimulating if done in an edifying manner.

**Substantive participation** (3 per forum week) may include (among other things):

- Providing and developing a new thought, idea, or perspective.

- Citing an experience or example of what we are learning and showing how it applies.
- Adding a new twist on a perspective.
- Critically reflecting on an idea/concept.
- Questioning or challenging a principle/perspective and giving reasons for your questioning.
- Integrating Scripture and other sources in a meaningful way.

**What Substantive Participation is NOT:**

- Very basic comments such as “I agree” or “I disagree.”
- Restating what someone has said (*unless there is a direct purpose in doing so*).
- Disrespectfully disagreeing.
- Pat answers that are not thought-provoking.

**Examples** Here are example phrases to stimulate interaction and keep the conversation going:

- What would happen if...
- Other times it may be helpful to...
- It is my understanding...what is your experience with this?
- You might approach this from...
- Is it possible that... Would you consider...
- Maybe... Possibly... Sometimes...
- I'm wondering if... Do you think...

By **4 Conversational Contributions**, I mean simply joining the flow of discussion with shorter responses of a few sentences (e.g. questions, affirmations, quick thoughts about what someone has said), perhaps 30-50 words.

**Note:** You can use any of your forum posts in other papers for this course. I would also encourage you to view the posts of others as resources that you can cite in your papers. Everyone brings a wealth of insights into the class!

## **2. BIBLICAL THEOLOGY OF WORSHIP PAPER (25%) DUE MAR 18**

Robert Webber says that, “Worship does God’s story.” When he expands that he says, “Biblical worship... remembers God’s works in the past, anticipates God’s rule over all creation, and actualizes both past and future in the present to transform persons, communities, and the world.”<sup>1</sup> Mike Cosper asserts that the purpose of worship is “remembering and renewing our commitment to God in light of the Gospel.”<sup>2</sup> Constance Cherry said, “In its most basic form, corporate worship is a real meeting between God and God’s people. Like any meeting, this one takes place through dialogue.”<sup>3</sup>

You started the course with some sense of what worship is. Now you’ve gone on a journey through the OT (including Psalms), NT and through a bit of Trinitarian theology. I trust you have learned what David Peterson asserts that, the “theme of worship is far more central and significant in Scripture than many Christians imagine. It is intimately linked with all the major emphases of biblical theology such as creation, sin, covenant, redemption, the people of God, and the future hope.”<sup>4</sup>

Taking what you have learned about OT, NT, and Trinitarian worship, write a 9-11 page paper articulating your own developing biblical theology of worship in response to these statements.

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<sup>1</sup> Webber, *Ancient-Future Worship*, 43.

<sup>2</sup> Cosper, *Rhythms of Grace*, 98.

<sup>3</sup> Cherry, *The Worship Architect*, 45.

<sup>4</sup> Peterson, *Engaging with God*, 17.

## A. The Content

This is a Biblical Theology, so arguments are developed from the overarching story of the Bible. Here are some questions/points to guide your discussion. I do not mean for you to answer them one by one, but to articulate some response somewhere woven through your paper:

- Is the theme of worship indeed “far more central and significant in Scripture,” as Peterson described? How does it matter in the aspects he mentions?
- What do we learn from OT, Psalms, NT and Trinitarian theology?
- How important is a proper eschatology (theology of end times) to understanding worship?
- What about the fact that the world is still broken, as are we, and that sin is rampant? Should that be acknowledged in our communal worship? If so, why and how?
- All in all we’re getting at “What is the *purpose* of gathered worship?” and then following on that, “What then should be the *formative practices* of congregational worship today?”

Please end with at least two paragraphs that apply this theology of worship to your own worshiping community as you evaluate its gatherings in light of your biblical theology.

## B. Additional Requirements

This paper should include:

1. 7 or more biblical references. i.e. “As Exodus 24 illustrates, God...” I do NOT want long quotes from Scripture, simply references.
2. 8 or more quotes other than the ones I have included on this assignment sheet. *Three* could be from our class material, and 5 from several other sources. [You may of course also use the ones I have included; they simply don’t count.]
3. Please use footnotes, and a concluding bibliography of at least 10 sources that have been referenced or quoted in the paper. The source formatting is Turabian (or Chicago) style. Title pages and bibliography pages are not counted in the text required. A 10 page paper should be around 2,500 words. Do not include extra spacing for titles, etc.

### 3. READING RESPONSE TO LOVIN ON JESUS (20%) DUE AP 1

In their book detailing a “Concise History of Contemporary Worship,” Lim and Ruth recount some broad changes in worship theology and practices in North America from the 1960’s on. In this paper you are required to:

i) Give a 1 page summary of 2-3 key ideas of the book. (Note: do not delineate the “Defining Qualities” that are neatly categorized in Ch 1, but summarize material from other chapters). Support your points with reference to pages from the text and minor quotes when appropriate. Argue why you see these 2-3 ideas as central to the book. This is simply 1 page all-together, not for each point. So be concise.

ii) Then, find 4 specific ways in which this movement differs *or* is the same from other aspects of worship throughout church history. Choose your points from **4 different periods of worship history** according to White’s chapters (1-6) or my talks. Strengthen each of these points with specific quotes and references from other readings or postings. So don’t compare them all to one of the periods of worship history, but choose 4 of the periods and find something to compare and contrast in each one with “contemporary worship” is alike or unlike. Think about things like the music of a service, how litany was used, how the sacraments were celebrated....

So you might say something like, “In the early church it seems that worship was ..... Robert Webber describes this in *Ancient-Future Faith* saying, “.....” One way in which contemporary worship is like the worship of the early church is that..... Lim and Ruth explain that .....

Each of these 4 should also be about a page for a total of a 5-7 page paper (or about 1250-1600 words without Title page and Bibliography).

#### 4. WORSHIP REVIEW PAPER (35%) DUE APRIL 22

After surveying biblical, Trinitarian, theological, and historical material, we have considered different formative elements of worship in more detail. What happens in worship is important because it shapes people's ideas, images, perceptions and practices. In this paper you are being asked to act as perceptive observer in your own congregation. You are going to put into practice *lex orandi; lex credenda; est* (i.e. Webber, 104). Imagine going in to your own community as an anthropologist whose eyes, ears, mind, heart and spirit are open to noting and examining everything in terms of what they say about the community's priorities.

Your observation here will be in-depth. You will need to attend the service, but then also study it preferably through a video cast, or else at least a recording (of the whole service, not simply a sermon podcast). This should be a normal worship service, not one you have specially curated to fit the contours of the course! 😊

##### A. Worship Service Summary (as Appendix)

One part of the exercise will be creating a summary of the content of the whole service. This should be **single-spaced, and submitted as an appendix** to the content of the paper. You will need to

1. List and time each element and
2. designate who leads it, and
3. give a brief summary of its content or purpose. Include the abbreviated lyrics of all the songs, and a few points about the sermon.

It might work well to put this into a chart or excel document. Material can be bulleted.

##### **Sample Information ~ Do it something like this:**

**Welcome** - 1 minute – *service host (congregational member)*

First words of the service, "Welcome to Hope Community Church. We're glad you're here."

[Please note the first words of the service. This is for more than asking "How y'all doing today?" Or as Constance Cherry found in a recent service she attended, "Are you ready to party?"<sup>5</sup>]

- Invites people to fill out information cards, staying for coffee.
- Notes newcomers lunch after the 11 am service.

**Opening Scripture/Call to Worship** - *worship leader, 30 secs*

- reading from Psalm 100

**Opening Prayer** – *worship leader, 45 secs:*

- praising God and asking Him to lead us as we gather,
- transitioning into an invitation to rise and praise God in song together.

**Songs** – *worship team (3 singers, keyboardist....)*

- Song title and abbreviated lyrics

**Announcements** – 4 minutes – *Pastor*

There were announcements about 4 upcoming events:

- Men's Breakfast, ... etc.

##### B. Formative Elements

In this section of the paper you are going to write about each of the following formative elements.

##### 1. **Worship in Space (Architecture)**

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<sup>5</sup> Cherry, "Competing Metaphors for Worship," no pages.

Observe:

- What does this worship space tell you about the congregation's priorities? What is front and centre? What catches your eye?
- How large is the space? What kind of seating? Any artistic 'decorations' or liturgical symbols?
- What other kind of cultural place does the space resemble (café, theatre, concert hall, mall, office)? And if so, is this intentional? What difference might that make to people's expectation as well as their sense of participation?
- Projection? Hymn books? Worship leaders? Band? Lights? Robes?

Evaluate:

- What difference does the space and how it is set up make?
- What kind of effect does the environment have on your mind, spirit, body?
- What is the atmosphere? Does it work against or with the intent of worship?
- How might the worship space be different from the more liturgical church you visited? What does that show about emphasis?

**2. The People at Worship (and cultural context)**

Observe:

- Before you even go in, as an anthropologist note the vehicles on the parking lot. What do they 'say' about the age groupings, wealth, etc. of people who are assembling?
- How are people dressed?
- Is the worship gathering multi-ethnic? Does it represent the local demographics? Why or why not? Age representation: Is it intergenerational or divided? If so, why? Where are the children and teens?
- Who "leads"? Male/female? Young/old? Culturally diverse? Who preaches?

Evaluate:

- What kind of people might feel out of place here, or at least stand out? Scruffy people? Single people? People in minority clothing (i.e. saris, or turbans)?
- Are people gathered as individuals having private expressive times with God side-by-side? Or do we come together as the diverse "people of God"? (Later you examine lyrics and language.)
- What difference does that make in our corporate worship? What things in a service help to express either an individual or a collective understanding, and what things might be detrimental?

**3. Worship in Time (Christian calendar)**

Observe:

- What is the Christian calendar? How is it marked?
- Is there any indication that this congregation pays attention to or follows the Christian calendar?
- From what you know of the congregation, which Christian seasons/festivals do they observe and how? (Advent? Christmas? Lent? Good Friday? Easter Sunday? Pentecost? Ascension? What special observances are there throughout the calendar year and why?)

Evaluate:

- What might be the benefits of following the Christian calendar?
- What are some possible dangers? You are required to watch, listen to, and/or read the course instructional content and interact about the content in the online forums.

**4. Worship in Actions**

Observe:

- What kind of actions are present in the worshipping community? Are there any actions included other than raising your hands if you feel like it? Are people quite free with their bodies?
- What do the worship leaders model? Are people invited to do any actions?
- Examples: Any processions of people filing forward? Standing, sitting, kneeling? Dancing, flagging? Lighting of candles? People coming forward for prayer or the offering? How is communion served?

Evaluate:

- Do the actions fit within the denominational context of this church? Are they right for the cultural context? (e.g. in some African churches people dance their offering up to the front.)
- What kinds of actions COULD be present? How could they enhance worship?

## 5. Worship in Prayer

Observe:

Constance Cherry has identified some significant gaps between the belief and actual practice of churches. She said that churches “may say that Bible reading and intercessory prayer are very important, yet they devote little or no time to either in worship.”<sup>2</sup> In other words, churches are spending less and less time in prayers for the needs of others, and, in some cases, are neglecting this element all together.

- How many prayers are there? How long? How much time all together was given to prayer in the service?
- Did prayers have different liturgical functions? (i.e. an Opening prayer, an Intercessory Prayer, a Prayer after the sermon, etc.?) Or were they more generic?
- Is the prayer internal to the service (i.e. only asking God to help us as we worship?) or do we lift up needs and concerns to God as well?
- And if we do have space for needs and concerns, is it only internal, or do we pray for our needs, issues, communities, and leaders around the world?
- Who leads the prayer(s)?
- What words are used? Are they scripted or extemporaneous? Do they sound at all like Tim Hawkins’ spoof prayer (*Father, Father, just, just*) or were they well-crafted?
- Is there any acknowledgement of sin or brokenness or injustice (etc.) in the prayers?

Evaluate:

- If this is a typical service consider what is being telegraphed to people by the i) frequency, ii) length and iii) content of the prayers.
- What is important in this community, and what might be neglected?

## 6. Worship in Song

Observe:

- What is the predominant style of the music and musical leadership? What era and place are the songs from? Are they all by Bethel, Hillsong, Elevation, etc. or is there more variety? CCLI Top 100? Any global songs?
- What is the role of music in this worship gathering? Do different songs have different purposes? For example, is there room for various human expressions including lament and confession such as the psalms encompass? Or are we focused only on praise of God?
- Is there attention to “flow” and other elements from *Lovin’ on Jesus*?
- Consider the lyrics carefully: Do the lyrics reflect the fact that we are gathered as a community and not only as random individuals standing side by side? In other words, do we sing “we” songs, or only “I” songs? What is the balance?
- Do the songs tell the whole story of God (Creation, Fall, Israel, Redemption, NT/church and

- Restoration)? What part of the story figures most repeatedly in the lyrics? What is neglected?
- Are any lyrics based directly on scripture? Any psalmic texts?
- Is the whole Trinity accounted for in the lyrics? Who is prominent? Who is missing?

Evaluate:

- If this is a typical service consider what is being telegraphed to people by the i) frequency, ii) length and iii) content of the songs.
- What is important in this community, and what might be neglected? For example, Constance Cherry describes a “concert worship” metaphor. In this view, “Worship is defined as successful and relevant if it is perceived to relate to popular (Western, middle class, Anglo) culture. The purpose for concert worship is inspiration, and the means or methodology for relating to popular culture is music-driven.”<sup>6</sup> If the purpose of worship music is to drive people to positive inspiration, what might be neglected?

### 7. Worship in Word

Observe: Christian services contain preaching, of course, but we should also note the use of words throughout the rest of the worship gathering. If worship leaders have carefully crafted a journey for people (knowing the links and connections and meanings of each element), how can they be good tour guides who point out and explain the landmarks and topography as God’s people journey? Such brief remarks are called “in-between words” and they serve a crucial role.

- What are the very first spoken words of the service and how do they set the tone?
- What is the style of the language used in the service? Contemporary, scripted, casual, formal? What about the sermon?
- How much time is given to the actual reading of scripture anywhere in the service? Is it in one chunk or simply snippets in the sermon and elsewhere?
- Is there unexplained churchy jargon (salvation, Immanuel, Trinity, or even “Cornerstone Ministry”)?
- Are there any in-between words, or do elements simply follow each other?

Evaluate:

- What does the style and content of language tell you about this community? What does it value?
- How did the amount of Scripture text compare to the liturgical service you attended? Were you surprised by how much/little Bible reading there actually was? Should there be more?
- What might be undervalued or neglected in this community?

### 8. Worship in Sacraments

Observe and Evaluate:

It’s likely that there might not be communion or baptism on a Sunday you choose. If not, describe briefly how communion might happen in your context.

- How important are the sacraments? How is communion celebrated? How often?
- Are there any formulaic words that are used such as the “words of institution” from Scripture: “On the night on which he was betrayed, Jesus took bread, and when he had broken it, he said ....”
- What is your tradition’s view of the sacraments in terms of White’s explanations historically? For example, are the sacraments seen to have any real power or are they only memorial symbols? You may need to do some research on this, perhaps from your denomination’s website?
- Are they honoured as the sacraments of the people of God, not just individuals? (for example, some traditions will have a small group baptism or communion, but not in the worship service. Other traditions host baptisms as private gatherings (kind of like a wedding at the family’s

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<sup>6</sup> Cherry, “Competing Metaphors for Worship,” no pages.

initiative).

### 9. Hospitality in Worship

Observe: Visualise that you are coming in to the worship gathering knowing nothing and no one. (In fact imagine if *you* were to attend a Sikh temple or a Muslim mosque. How would you feel? What questions would you have? How will you know what to do?)

- How is the hospitality? Not in terms of someone shaking your hand (or not) but in terms of helping you feel comfortable, letting you know what to do, and when, and how?
- Is there a bulletin or projected order of service? Are there in-between words that help?
- Are people who lead in any way introduced?
- Are there any acronyms that you don't or wouldn't understand as a guest? (i.e. "Kids can now go to JUMP." The "ACP will meet here on Tuesday night.")
- If you were sad, scruffy, smelly, poor (etc.) would you feel out of place here?

Evaluate:

- Talk about what you discerned about hospitality in this community if you pretend you are unfamiliar with this congregation, or even unchurched and unknown.

## C. OTHER REQUIREMENTS

### 1. Format

- a) Begin with an introductory paragraph or two describing the church, its location, denominational affiliation, attendance, history, number of staff, etc.
- b) Go through each of the 9 elements addressing the information required. I think there will be 1 or 2 paragraphs of the Observation in each case, and 1 paragraph given to the Evaluation. Some require more/less work than others.
- c) Do not systematically go through and answer each question point by point, but weave all of that information together into a paragraph or two of commentary as required.
- d) End with at least 2 pages of Conclusion, pulling it all together. Reflect critically on the formative power of your own congregation's worship. How are people being well-formed? What elements might be missing or might need more emphasis in order to be more biblically and theologically sound?
- e) If your footnotes give complete reference information you do not need to attach a Bibliography.
- f) Include the single-spaced service outline as an Appendix.

### 2. Required Elements

References ~ weave *at least one scholarly reference* into discussion of **each of the 9** elements and several others into your Conclusion as well. Five can be from class material but use at least 4 other reference works as well.

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Summary	
Forum Posts	20%
Biblical Theology of Worship Paper	25%
Reading Response to <i>Lovin' on Jesus</i>	20%
Worship Service Review	35%
<b>TOTAL</b>	<b>100%</b>

## Course Evaluation

Near the conclusion of this course, you will be asked to complete a course evaluation. Because feedback is very important, the course evaluation is a required part of the course and is tied to the submission of your last assignment. The course evaluation will be integrated into the Moodle classroom in Week 8.

## Grading System

Letter Grade	Percentage	Description	Grade Point	Meaning in Graduate Work
A+	97-100	Superior	4.30	Exceptionally well-reasoned, compelling development of position. Outstanding incorporation of personal vision as well as of references and resources. Strikingly appropriate examples. Extraordinary insight, critical analytical and evaluative ability, and creativity. Superlative style and language usage. Makes an original contribution and is potentially publishable.
A	93-96.99	Excellent	4.00	Well-argued and convincing development of position. Insightful incorporation of personal vision as well as of references and resources. Notably appropriate examples. Excellent insight, critical analytic and evaluative ability, and creativity. Impressive style and language use.
A-	90-92.99	Very Good	3.70	Thorough and plausible development of position. Skilful incorporation of personal vision as well as of references and resources. Very good examples. Very good insight, analytic and evaluative ability, and creativity. Commendable and fluent style and language usage.
B+	87-89.99	Proficient	3.30	Proficient development of position. Appropriate incorporation of personal vision as well as of references and resources. Relevant examples. Good quality insight, analytic and evaluative ability, and creativity. Clear and correct style and language usage.
B	83-86.99	Good	3.00	Competent development of position, but possibly with some gaps and/or limitations. Good incorporation of personal vision as well as of references and resources. Good examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally good style and language usage, but possibly with some minor flaws.
B-	80-82.99	Average	2.70	Average development of position, but with obvious gaps and/or limitations. Satisfactory incorporation of personal vision as well as of references and resources. Satisfactory examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally satisfactory style and language usage, but possibly with some minor flaws.
C+	77-79.99	Adequate	2.30	Adequate development of position with significant gaps and/or limitations. Some incorporation of personal vision as well as references and resources. Adequate use of examples. Very little creativity. Considerable number of issues related to coherence and style.

C	73-76.99	Acceptable	2.00	Limited development of position with a noticeable lack of consistency with personal vision or references. Limited integration with external sources. Acceptable analytic and evaluative ability. Numerous weaknesses in terms of clarity, coherence, and grammar.
C-	70-72.99	Needs Work	1.70	Passable but unimpressive development of position. Position not completely consistent with personal vision <i>or</i> references and resources not taken fully into account <i>or</i> examples are basic or not completely convincing <i>or</i> barely acceptable insight and analytic and evaluative ability. Adequate style and language usage, but with weaknesses in some respects (e.g., clarity, coherence, grammar). Overall quality shows noticeable deficiencies.
F	Below 70	Below Standard	0.00	Unacceptable work at graduate level. Shows lack of understanding and/or competence in several of the criteria described above. This grade is a failing grade at the graduate level.

## Grade Appeals

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Students can appeal their grade to the course instructor by stating in writing their reasons for contesting the grade. Deadline for such appeals is one week after the student has receipt of grade. Formal course grade appeals can be made with the ACTS Office.

## Course Policies

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### ADD/DROP POLICY

All OL courses are open for registration until the first day of class. Once the class has begun, students wishing to drop or withdraw from the class must contact the Registrar's Office by submitting a request through the TWU Service Hub ([twu.ca/help](http://twu.ca/help)). Tuition (excluding fees) refund rates are as follows:

Weeks 1-2 - 100%

Week 3 - 60%

Week 4 - 50%

Week 5 - 40%

Weeks 6-8 - 0%

### ACADEMIC INTEGRITY AND AVOIDING PLAGIARISM AT TWU

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the student's responsibility to be informed about what constitutes academic misconduct. For details on this, and on identifying and avoiding plagiarism go to the [University Homepage > Academics > Academic Calendar](#) (p. 47).

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

## **STUDENTS WITH A DISABILITY**

Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office on their website at: <http://www.twu.ca/student-life/student-success/disabilities-and-equity-access>.

## **HOSPITALITY IN THE CLASSROOM**

TWU is committed to an ethic of inclusion centred on the principles of Christian hospitality, reciprocity and reconciliation. We seek to cultivate generous learning spaces that are based on respect for differences and are open to diverse views, opinions, and identities that are thoughtfully expressed in a collegial manner. We welcome and value all voices, including those from under- represented groups or those who have been marginalized.

The following policies are optional but recommended, to allow you to efficiently respond to student challenges to the syllabus. *Click on these fields and press delete if you do not wish to use them:*

## **CAMPUS CLOSURE AND CLASS CANCELLATION POLICY**

In the event of extreme weather conditions or other emergency situations go to the <https://www.twu.ca/campus-notification>.

## **COURSE GRADE APPEALS**

Students can appeal their grade to the course instructor by stating in writing their reasons for contesting the grade. Deadline for such appeals is one week after the student has receipt of grade. Formal course grade appeals can be made with the ACTS Office.

## **PAPER FORMATTING**

The preferred manner for citations is the Turabian Notes (Bibliography) format. For information and accuracy you may wish to reference the following style guide: Kate L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*, 9th ed. Students may find the following website helpful: [http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

## **LAND ACKNOWLEDGEMENT**

We acknowledge that Trinity Western University, Langley campus is located on the traditional ancestral unceded territory of the Stó:lō people.

# Course Outline

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**Pre-Reading:** Webber Chapters 1-5, Ch 1,2 Peterson, Ch 1,2 Cherry

Pre-Forum: Introduce us to you, and to your worshipping community. Give us some sense of place, people, songs, and activities of your worship gatherings in normal times. How have you adapted during the pandemic?

## 1. WHAT IS WORSHIP? THE GOD WE WORSHIP

Relevant Reading: Webber AFW Ch 1-5; Peterson, Introduction and Ch 1,2; Cherry Ch 1,2

Additional required material:

- ~ Video Interview with Robin Parry (comes with transcript)
- ~ Article by John Witvliet on Trinitarian Theology in worship

Unit 1 Teaching Videos:

- 1.1 What is Worship?
- 1.2 Reducing Worship (Dangers)
- 1.3 The God We Worship?

### FORUM 1:

**F1.1** Ask your Worship pastor/coordinator for your congregation's top 10 songs sung in the last year (it doesn't have to be exact). Alternately gather 10 popular ones that you can remember, or pick 10 from the latest CCLI list. <https://ca.ccli.com/> Analyse the lyrics in terms of Trinitarian theology. How many clear references to God (Father, Creator), Jesus and Holy Spirit are there? How many vague references to any of them? Who is over-represented? Who is ignored? What does this tell you about the Trinitarian theology that you sing? Is it like Parry's conclusions?

**F1.2** Respond to John Witvliet's article on Trinitarian theology in worship using one or all of these prompts:

- Address how C.S Lewis's understanding of the Trinity changes where and how we view God's work and presence in gathered worship.
- How is this view "geographically complex" as Witvliet says?
- What kind of astigmatism might you or your congregation need corrected?

**F1.3** Webber says that "Worship does God's story." Why does he say that instead of "Worship celebrates God," or "Worship *remembers* God's story," or "Worship *tells* God's story"?

## 2. BIBLICAL WORSHIP: THE PURPOSE AND PATTERN OF WORSHIP IN THE OLD TESTAMENT

Relevant Reading: Peterson Chapters 1-5 especially; Cherry Ch 1

Additional required material:

- ~ Video "Solomon's Temple explained"
- ~ chapter on formation from Mike Cosper *Rhythms of Grace*
- ~ OT Scriptural Bible studies (to aid your study and understanding)
- ~ Video "Structure of Worship"

Unit 2 Teaching Videos:

- 2.1 Big Story of Scripture (and place of worship)
- 2.2 The Purpose of Worship in the OT (Covenant Renewal)

## 2.3 The Pattern of Worship in the OT (Dialogical)

No assignment this week but you should be developing your Biblical Theology of Worship.

### 3. BIBLICAL WORSHIP: PSALMS AND NEW TESTAMENT

Relevant Reading: Read Peterson Chapters 6-10 plus Epilogue and White Chapter 1; Cherry Ch 2 is also helpful

#### Additional required material

- ~ Bible Project video on “The Psalms”
- ~ Read “Intro to Psalms” from NIV Study Bible
- ~ Scripture study on NT passages: elements of worship (to aid your study and understanding)

#### Unit 3 Teaching Videos:

- 3.1 Psalms: The Prayers and Songs
- 3.2 Worship in the NT

**ASSIGNMENT:** A Biblical Theology of Worship paper

### 4. WORSHIPPING WITH THE EARLY AND MEDIEVAL CHURCH (AND LITURGY)

Relevant Reading: White Chapters 2&3; Webber’s whole book is relevant so read Chapters 6 to the end (in chapter 5 he refer to Hippolytus). Cherry chapters 1,2 as completed for pre-reading.

#### Other Required Resources:

- ~ Excerpts from *Didache* (@ 100AD) as well as Justin Martyr’s *Apologia* (c. 150 AD)
- ~ The Great Prayers of Thanksgiving (or Eucharistic Prayers) by Hippolytus of Rome (215 AD) and Basil the Great (circa 4<sup>th</sup> century).
- ~ Explaining the Catholic Mass video from Chicago
- ~ Document listing parts of the Roman Catholic Mass
- ~ Video “Sunday’s Coming”
- ~ 3 Contemporary versions of Ancient texts (Watch some of each one to get a sense)

#### **FORUM 2**

**F2.1** After having read and watched everything, watch the video “Explaining the Catholic Mass,” using the hand-out on the Roman Catholic Mass to follow along. What has remained the same since early church history in their liturgy? How do they “do God’s story” compared to a typical evangelical church? Were you surprised by anything in this video? Did anything disturb you?

**F2.2** After watching the spoof video “Sunday’s Coming” compare it to the parts of your own church’s liturgy. What’s the same or different? Is your church concerned to be “Contemporant”? Name the parts of your own liturgy. How does it stay the same? When does it ever change?

**F2.3** Respond to the *Didache* excerpts, Justin Martyr’s *Apologia* and the Great Prayers of Thanksgiving from Hippolytus and Basil. What surprises/impresses/ or distresses you from any of this? Compare these communion prayers to what happens in your own worshipping community. How does communion happen in your church?

#### Unit 4 Teaching Videos:

- 4.1 Viewing History and Liturgy
- 4.2 Early Christian Worship

### 4.3 Worship Before 1500

## 5. WORSHIPPING WITH THE REFORMERS AND BEYOND

Relevant Reading: White Chapters 4,5 & 6; Webber Chapter 4 particularly; Lim and Ruth *Lovin on Jesus*

Other Required Resources:

~ 2 informative videos about the Reformation

~ 2 videos about emerging Christian contemporary music in the 1970's (Watch some of each).

Unit 5 Teaching Videos:

5.1 The Reformation

5.2 The Enlightenment and Revivals

5.3 1960's and Beyond

**ASSIGNMENT:** Reading Response to *Lovin on Jesus*. Compare to earlier models or worship.

## 6. ORDERING OUR WORSHIP TO ENCOUNTER GOD

Relevant Reading: Cherry Chapters 3-8 primarily; Lim and Ruth's teachings on Time and Flow.

### FORUM 3

**3.1** Considering Planning vs Spontaneity: Does spontaneity equal authenticity? Cherry's book is obviously about planning and structuring worship. Lim and Ruth explain how contemporary worship values spontaneity instead, equating it with Spirit-led authenticity. What do you think? How do you balance this tension?

**3.2** Chapter 6 from Cherry's book is about "The Table of the Lord." Write responses to her questions on p.85 under the "Explore" section. Also tie in her discussion of the 3 different terms for this sacrament (87-88). Which is most prominent in your church do you think?

**3.3** Pick 1 other of Cherry's load-bearing walls – one that does not receive a lot of emphasis in your congregation (The Gathering or The Sending?), and respond to her chapter. What surprised you? What might you question or disagree with? What does your church do for that section? What might you consider as a useful practice that is absent from your own community?

Unit 6 Teaching Videos:

6.1 Review and Questions

6.2 Ordering our Worship: Journey

6.3 Ordering Our Worship: Example

## 7. THE ELEMENTS OF WORSHIP

Relevant Reading: Webber, Chapters 6 Word, 7 Eucharist, 8 Prayer; Cherry, Chapters 9-15; Peterson, Ch 7.

*Topics:* The People at Worship; Worship in Space; Worship in Time; Worship in Prayer; Worship in Song; Worship in Word; Worship in Sacraments; Hospitality in Worship; Worship and Culture (Nairobi Statement)

Other Required Resources:

~ *Reformed Worship* article "What Calendar do you Follow?"

~ Nairobi Statement on Worship and Culture

- ~ Nairobi Statement Workbook (optional resource)
- ~ Anne Zaki's article "Four Ways Worship and Culture Relate"

#### FORUM 4:

- 4.1** Webber, Cherry, and Lim and Ruth all have chapters on prayer. Webber asserts that there is a "current crisis of prayer in our worship" (165). Cherry also says that "praying in worship is in decline" (126). Taking points from all 3 of these authors, what are some reasons why this might be true? Is this okay or should we have more public prayer? Why? How?
- 4.2** Chapter 11 in Cherry is about choosing "sound" music to sing together. Carefully read her principles about choosing songs musically and lyrically. Then choose 2 songs, 1 that is more than 15 years old, and one more contemporary song, and evaluate them according to her chart on p. 202-203. Tell us about the songs and summarize your learnings.
- 4.3** The Nairobi Statement on Worship and Culture tells us that the relationship between those 2 is complicated. I think we can all understand that aspects of worship are Transcultural (true for any culture). Use one or all of these prompts to talk about the other 3 aspects:
  - Many earlier Western missionary enterprises, however, did not want to allow Worship to be Contextual (to the people whom they were ministering in a different culture). They took Western culture with them and imposed it on other peoples. Do you have experience with this?
  - In terms of the Worship needing to be Counter-Cultural, it is hard for people in their own culture to see their culture's blind spots and sinful pressures (aside from ethical ones such as swearing or sexuality). How do you think the church in (y)our context needs to be counter-cultural? Give examples.
  - In terms of Worship being able to be Cross-cultural (sharing *across* cultures), why might this be a good thing for the church? Do you have experience with this? Some people even argue biblically that it is necessary. Why might that be?

#### Unit 7 Teaching Videos:

- 7.1 Elements of Worship: People and Context
- 7.2 Elements of Worship: Space
- 7.3 Elements of Worship: Time

#### **8. THE FORMATIVE POWER OF WORSHIP**

Everything is relevant now 😊

#### Other Required Resources:

- ~ Tim Hawkins video on Prayer
- ~ Video on "The Worship Song Song"
- ~ Reread Cospers' chapter on the formative power of worship posted in Unit 2
- ~ Chapter from *Worship Words*

#### Unit 8 Teaching Videos:

- 8.1 Formative Worship: Confession, Prayer and Time
- 8.2 The Formative Power of Worship

#### ASSIGNMENT: Worship Service Review