I. COURSE DESCRIPTION

This course provides a framework for thinking together about vital and faithful Christian worship by: exploring the biblical and theological foundations of worship; reviewing the ways the church’s praise has 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 order of worship, the role of prayer and music, and models of collaborative worship planning.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:
1. articulate a Christian theology of worship rooted in a biblical foundation and grounded in a Christian understanding of the Triune God
2. analyze a conflict related to the context of worship, identify some of the reasons for that conflict, and suggest appropriate responses for the particular setting
3. accurately describe and sensitively evaluate a worship service from a tradition other than their own
4. explain something of the historical and theological diversity within the Christian tradition and how worship within one or more of these streams has shaped them
5. demonstrate the ability to plan a worship service that is theologically coherent and culturally relevant, using the historic fourfold order of worship
6. describe the transformative power of specific worship practices in the formation of missionally oriented Christian disciples

III. COURSE REQUIREMENTS

A. REQUIRED READING


B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS


Print or web resources containing official worship services and/or other worship resources of your denomination/tradition.

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as...
for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other online resources for Biblical Studies.

C. ASSIGNMENTS AND GRADING

1. Class Engagement (Preparation and Participation): 5 % of final grade
   I agree with Dr. Kevin Livingston: “Blessed is the student who invests the time necessary to read assigned texts in advance of class!” As you read, make note of questions, thoughts, and observations in order to contribute to class discussions.

   Basis of Grade: This mark will reflect attendance, in-class engagement, and completion of readings. Every absence or lateness will lower this grade and more than 3 unexcused absences are grounds for course failure. See the Academic Calendar for the excused absence policy. This requirement is relevant to all outcomes.

2. Case Study on Worship Conflict: 20 % of final grade
   Length: 5-6 pages
   Due Date: May 21, 2019
   A case study involving a conflict concerning an aspect of worship will be posted on the class web page. Read through and analyze the conflict. In your analysis, the primary goal is not to solve the case study. Rather, you are to identify the different issues at play and to anticipate potential consequences. (The marked and returned case studies will be discussed in class to encourage further learning. Thus, this due date will remain firm).

   Basis of Grade: All papers will be 12-font, double spaced with 1 inch margins (see below, F. General Guidelines for the Submission of Written Work). You will be graded on the clarity with which you identify the issues and evaluate the potential consequences within the worship conflict scenario. This requirement is relevant to outcome 2.

3. Theological Foundations of Worship: 20% of final grade
   Length: 5-6 pages
   Due Date: June 6, 2019
   Interacting with James Torrance, in conversation with other texts, discuss the theological foundations of worship. What do we mean by a Trinitarian form of worship? In light of your theological analysis concerning Trinitarian worship, what are the implications for your congregation?

   Basis of Grade: Focus the majority of the paper (4 pages) on describing the Trinitarian foundation of worship. Then discuss implications (2 pages) of that understanding for your particular congregation. This requirement is relevant to outcome 1.

4. Worship Observation and Analysis Report: 25% of final grade
   Length: 7-9 pages
Due Date: June 18, 2019

You will attend and observe a Christian worship service that is “foreign” to your experience. For example, you might attend an Orthodox service if you are a Baptist, or you might attend a Pentecostal praise or healing service if you are a Presbyterian. Think through how this congregation is encouraged to love God and others with the assistance of our textbook written by James Smith. Examine how this service implements the historic fourfold pattern (as discussed by Cherry and in class).

*Basis of Grade:* You are asked to write a report to accurately describe and, using the textbooks and class material, to sensitively evaluate what you saw and experienced when you visited this “foreign” worship service. This requirement is relevant to outcome 3.

5. **Summative Worship Paper:** 30% of final grade
   Length: 12-14 pages
   **Due Date:** July 9, 2019

The final Summative Worship Paper includes two components. In the first part (approximately 6 pages), you will reflect upon various streams of Christianity identified by Foster (and discussed in the classroom) in order to examine how strengths and weaknesses characterized by the different streams have shaped your own formation in worship. You will then discuss how this compares and contrasts with the worship practices of your current congregation. In the second part (approximately 6-8 pages), you are asked to create a worship service that is theologically sound and culturally relevant. Use the historic fourfold pattern (discussed by Constance Cherry) as the backbone when you create this service, include either a baptism or the Lord’s Supper. For each section, include the theological rationale and the practical purpose for including this element. Think about how each part might be used as a transformative practice for the members of your congregation. Include relevant details concerning discipleship and mission as you explain how you plan your service.

*Basis of Grade:* Be sure to include both components in your final Summative Worship Paper. Reflect with Foster in the first part as you analyze your own strengths and weaknesses, and the characteristics of your congregation, in current worship practices. In the second part, make sure that you are clear about what you are doing in the worship service (be as detailed and specific as possible), when you are doing that action, how you are doing the action (if applicable – for example are the people standing, sitting, kneeling, dancing), and also why you are doing that particular practice together – what theological understanding does that action include? Further, reflect upon how you will go about planning the service with others. What discipleship or missional purpose is being expressed in how you plan, as well as what you plan? This requirement is relevant to outcomes 4, 5, and 6.

D. **EQUITY OF ACCESS**
Students with permanent or temporary disabilities who need academic accommodations must contact the Accessibility Services at the Centre for Academic Excellence to register and discuss their specific needs. New students must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. Current students must renew their plans as early as possible to have active accommodations in place.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Class Engagement (Participation/Preparation)</td>
<td>5%</td>
</tr>
<tr>
<td>Case Study on Worship Conflict</td>
<td>20%</td>
</tr>
<tr>
<td>Theological Foundations of Worship</td>
<td>20%</td>
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<tr>
<td>Worship Observations and Analysis Report</td>
<td>25%</td>
</tr>
<tr>
<td>Summative Worship Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Total Grade</td>
<td>100%</td>
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</tbody>
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F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Your work should demonstrate the following characteristics:
   - A clear thesis and a straightforward line of reasoning
   - Appropriate use of reference material in Chicago citation style
   - Willingness to examine and be critical of your own views and practice
   - Creativity

2. Unless otherwise indicated, use fill sentences and paragraphs written in Times New Roman 12 point font, with 1 inch margins. There should be no extra spaces between paragraphs, instead each new paragraph should be indented. The number of pages listed does not include the title page or bibliography (which should be included). Footnotes are to be included, rather than endnotes.

For proper citation style, consult the Chicago-Style Quick Guide (Tyndale e-resource) or the full edition of the Chicago Manual of Style Online, especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.
Students are encouraged to consult writing resources.

Students should also consult the current Academic Calendar for academic polices on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics
All course-based assignments involving human participants requires ethical review and approval by the Tyndale Research Ethics Board (REB). Check with the Seminary Office (Room B302; aau@tyndale.ca) before proceeding.

G. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student’s learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Pre-reading is encouraged because the five weeks of the course will pass quickly!

May 7: Introduction of Course: What is worship? What is liturgy?
   Read: James Torrance, Chapter 1: “Worship—Unitarian or Trinitarian?”

May 9: Christ Jesus and the Holy Spirit: the two hands of worship
   Read: James Torrance, Chapter 2
   Cherry, Chapters 1-2

May 14: Fourfold Pattern -- Baptism and the Lord’s Supper
   Read: James Torrance, Chapter 3
   Cherry, Chapters 3-8

May 16: Sacred Words and Music--
   Read: Cherry, Chapters 9-11
May 21: Sacred Time and Sacred Space – Seasons of Year and Seasons of Life
   Read: Cherry, Chapter 12-15
   Due: Assignment 2: Case Study on Worship Conflict

May 23: Worship and Culture, Case Study Discussion
   Read: James Smith, Chapters 1-3

May 28: Worship and Discipleship – a transforming habitus of worship
   Read: James Smith, Chapters 4-7

May 30: Six Streams of Christian Tradition
   Read: Foster – read Introduction and Chapter 1, then read at least two of the streams to which you most closely relate

June 4: Worship’s Wider Dimensions – eschatological realities -- hospitality
   Read: Witherington, Chapters 1-4

June 6: Lived Doxology – missional witness
   Read: Witherington, Chapters 4-8
   Due: Assignment 3: Theological Foundations of Worship

V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with e-journals and e-books. See the Library FAQ page.)

Selected bibliography will be posted to the class web page at the beginning of the course.