I. COURSE DESCRIPTION

This course explores the primary ideas and worship renewal movements which have directly influenced the shape and content of 21st century worship services.

Its primary focus will be on significant renewal movements of the 20th century, including Pentecostalism, Charismatic movement, the Liturgical Renewal movement, the Vineyard movement, Contemporary Worship, worship evangelism, Convergence Worship, and alternative patterns for worship like Fresh Expressions, Simple Church, New Monasticism, etc.

Since music has been a key feature of 20th century worship renewal, this course will pay special attention to the changing nature and role of music in worship.

II. LEARNING OUTCOMES

At the end of the course, students should be able to:
1. Situate their own worship tradition within the broader scope of 20th century worship renewal movements.
2. Articulate the primary influences which have given birth to their current worship practices.
3. Reflect deeply and honestly about the strengths and weaknesses of various worship traditions, including their own.
4. Appreciate the gifts and practices of worship traditions outside their own.
5. Broaden the pool of worship resources (spoken and sung) from which they draw inspiration.
6. Recognize commonalities between Christians from diverse liturgical traditions.
7. Think critically and carefully about the role and use of music in worship.
8. Appreciate the importance of cycles of renewal in the life of the church.

III. COURSE REQUIREMENTS

A. REQUIRED READING:

Textbooks:


Additional short readings, in assigned order:


McLaren, Brian D. “Trade Up Traditions for Tradition.” In church on the other side: exploring the radical future of the local congregation. Grand Rapids: Zondervan, 2006 57-69. [to be posted on course page]


C. ASSIGNMENTS AND GRADING

1. Class Participation: 10% of final grade
   Student participation will be graded on a scale of 1 to 4: 1 (or D): present, not disruptive; responds when called on but does not offer much; infrequent involvement; 2 (or C): adequate preparation, but no evidence of interpretation or analysis; offers straightforward information; contributes moderately when called upon; 3 (or B): good
preparation, offers interpretation and analysis, contributes well to discussion in ongoing fashion; 4 (or A): excellent preparation, offers analysis, synthesis and evaluation of material; contributes significantly to ongoing discussion.

2. **Reading Response: Due Monday, June 18 9AM; worth 10% of final grade**

   Students are asked to come to the first class with a 3-4 page written response to Constance Cherry’s essay, “Merging Tradition and Innovation in the Life of the Church” (chapter 1 of *The Conviction of Things Not Seen*, edited by Todd E. Johnson, 19-32. Grand Rapids: Brazos Press, 2002).

   Reading responses should include the following:
   (a) A brief summary of the main points of the essay
   (b) An overall response: how helpful was the essay? With what did you agree? disagree?
   (c) New ideas encountered
   (d) Questions remaining

3. **Reflection Paper: Due on Friday, June 22 1 PM; worth 15% of final grade**

   Students are asked to reflect on the various renewal movements encountered in this course, and relate them to their own worship experiences. Submissions are to be 4-5 pages in length. Use the following questions to help focus your response:

   * What worship patterns has your congregation inherited from previous generations?
   * From which 20th century renewal movement(s) has your congregation drawn most deeply in the past? What other 20th century influences do you recognize in your worship?
   * Which of the renewal movements we studied intrigues you the most? Why?
   * At what point in the renewal cycle is your congregation at present?
   * From which renewal stream(s) might your congregation find inspiration? Why?

4. **Critical Book Review: Due on Friday, July 13 4PM; 25% of final grade.**


   Students are asked to provide a careful and thorough examination of the basic issues(s) at stake in the text, and evaluate the relative strength(s) and/or weakness(es) of the author’s case. Seek to review the work critically: don’t merely summarize but, rather, seek to express the dominant issues and argument of the work. Submissions are to be 6-7 pages in length.

5. **Final paper: Due on Tuesday, July 31 4PM; worth 40% of final grade**

   Choose a topic which is of special interest to you, or which relates in some way to your present or future ministry in the church. Research and write a 10-12 page paper, drawing on a minimum of 10 scholarly sources. Topics are to be drawn from class content and course readings, made in consultation with the instructor, and finalized before the end of class on Friday, June 22.
For Academic Grading System, please refer to page 153 – 154 of the Academic Calendar.

D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Written work ought to be free of spelling mistakes, punctuated correctly, and adhere to basic rules of grammar. The work should be submitted in a clear, straight-forward style and demonstrate clear organization, argument and coherent thought. Ensure that you have accurately and fully documented source used in your paper. Please double space all written work, using one-inch margins and 12-point, Times New Roman font. Assignments due between June 18-22 may be submitted directly to Christine in class. Assignments due after June 22 are to be submitted electronically to clonghurst@tyndale.ca.

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 10.46 to 10.51 and 14.253 to 14.254.

Students should 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. The Academic Calendar is posted at http://tyndale.ca/registrar/calendar.

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.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation: attendance, engagement</td>
<td>10 %</td>
<td>In class</td>
</tr>
<tr>
<td>Assignment 1: Initial reading response (3-4 pages)</td>
<td>10 %</td>
<td>9 AM June 18</td>
</tr>
<tr>
<td>Assignment 2: Reflection paper (4-5 pages)</td>
<td>15 %</td>
<td>1 PM June 22</td>
</tr>
<tr>
<td>Assignment 3: Book review (6-7 pages)</td>
<td>25 %</td>
<td>4 PM July 13</td>
</tr>
<tr>
<td>Assignment 4: Research paper (10-12 pages)</td>
<td>40 %</td>
<td>4 PM July 31</td>
</tr>
<tr>
<td>Total Grade</td>
<td>100 %</td>
<td></td>
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</tbody>
</table>
F. 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 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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and *Assignments due</th>
<th>Assigned readings as possible (see III A)</th>
<th>Related readings (when time allows)</th>
</tr>
</thead>
</table>
| Mon June 18 AM | **Introductions, syllabus, assignments**  
Worship renewal in the life of the church  
**Reading responses due: TC chapter 1** | TC chapter 1 (14pp) |                      |
| PM         | **Looking back: what have we inherited?**  
Biblical principles for worship  
Pre-20th century influences | WNL chapter 4 (12)  
Witvliet chapter 8 (22) | WNL ch. 2, 11                      |
| Tues June 19 AM | **Three Waves of the Spirit:** Pentecostalism,  
Charismaticism, and the Signs & Wonders Movement | Bartleman (14)  
Synan (17)  
Eskridge (3) | EWS ch. 4                      |
| PM         | **Worship Renewal in the Roman Catholic Church** (The Second Vatican Council) | Vatican II (15)  
Pecklers (8) |                      |
| Wed June 20 AM | **Worship Renewal among Protestants** (The Liturgical Renewal Movement) | Niebuhr (3)  
White (7)  
Robinson (16) | WNL ch. 12, TC ch. 6  
WNL chapter 5 (11) |
| PM         | **The Contemporary Worship Movement and Worship Evangelism** | TC chapter 3 (14)  
WNL chapter 5 (11) | EWS ch. 3;  
WNL chapter 9  
LOJ |
| Thurs June 21 AM | **Convergence Worship** | Cherry (4)  
WNL chapter 6 (16) | EWS ch. 5                      |
| PM         | **Alternative Worship models** | WNL chapter 7 (14)  
Ganiel (14) | EWS ch. 6; WNL ch. 8; TC ch. 11 |
| Fri June 22 AM | **Looking forward: where to from here?**  
*Reflection paper due; paper topic due.* | TC chapter 4 (15)  
Witvliet “We Are” (9) | WNL ch.14                      |
| PM         |                      | McLaren “Trade Up” (13)  
Witvliet, “Making Good Choices” (6)  
Dyrness “Conclusion” (17) | EWS conclusion,  
TC ch. 7, 2 |

Revised December 8, 2017
Book abbreviations:
TC = The Conviction of Things Not Seen, edited by Todd E. Johnson
WNL = Worship at the Next Level, edited by Tim A. Dearborn and Scott Coll
EWS = Exploring the Worship Spectrum: 6 Views, edited by Paul Basden
LOJ = Lovin’ on Jesus, Lester Ruth, Swee Hong Lim

V. SELECTED BIBLIOGRAPHY


