

*“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”*

<b>Course</b>	<b>WORSHIP: LITURGY AND LIFE</b> PAST 0546
<b>Date and Time</b>	JANUARY 11 – APRIL 5, 2022 TUESDAYS 8:15 AM -11:05 AM
<b>Instructor</b>	<b>Rev. Marilyn Draper, PhD</b> Telephone/voice mail: (416) 226-6620 Ext. 2185 Email: <a href="mailto:mdraper@tyndale.ca">mdraper@tyndale.ca</a>
<b>Class Information</b>	The classes will be livestreamed every Tuesday 8:15 AM–11:05 PM. Students may participate in live-streamed office hours as posted below.  I will come on-line at 8:00 AM for 15 minutes of conversation before class starts. Feel free to join me!  Office Hours: After the class, I will stay online to answer questions. You can also email me to set up time for an individual appointment.
<b>Course Material</b>	Access course material at <a href="http://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="http://Tyndale One">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only. For security reasons, email forwarding function will no longer be available. It is the student’s responsibility to check MyTyndale.ca e-mail account frequently.

## 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. Demonstrate the ability to plan a worship service that is theologically coherent and culturally relevant, using the historic fourfold order of worship.
4. Describe the transformative power of specific worship practices in the formation of missionally oriented and culturally aware Christian disciples within diverse contexts.

## III. COURSE REQUIREMENTS

### A. REQUIRED READING

Cherry, Constance. *The Worship Architect: A Blueprint for Designing Culturally Relevant and Biblically Faithful Services*. Grand Rapids: Baker Academic, 2010. (ISBN 978-0801038747)

Torrance, James B. *Worship, Community and the Triune God of Grace*. Downers Grove: IVP, 1996. (ISBN 978-0830818952)

Van Opstal, Sandra Maria. *The Next Worship: Glorifying God in a Diverse World*. Downers Grove: InterVarsity, 2016. (ISBN 978-0830841295)

### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends [www.stepbible.org](http://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](#).

[If applicable, list recommended reading for optional purchase or download on [classes.tyndale.ca](https://classes.tyndale.ca) course resource page]

### C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi

### D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca).

### E. ASSIGNMENTS AND GRADING

#### 1. Livestream Class Participation and Forum Discussions: 10 % of final grade.

“Blessed is the student who invests the time necessary to read assigned texts in advance of class, who listens respectfully to the professor and other students in order to engage with questions and comments during class, and who takes time to reflect and interact with the Tyndale community after 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 (often in small break out groups), and occasional forums for interaction. You will also be asked to assess your 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. Theological Foundations of Worship: 25% of final grade.

Length: 5-7 pages

**Due Date: February 8, 2022**

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:* All papers will be 12-font, double spaced with 1 inch margins (see below, G. General Guidelines for the Submission of Written Work). For the majority of the paper (5 pages), focus on describing the Trinitarian foundation of worship. Provide a thesis with clear argumentation. Then discuss implications (1-2 pages) of that understanding for your particular congregation. This requirement is relevant to outcome 1.

**3. Case Study on Worship Conflict:** 25% of final grade  
Length: 5-7 pages

**Due Date: March 5, 2022**

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 (utilizing texts and class lecture material) 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:*. 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.

**4. Summative Worship Paper:** 40% of final grade  
Length: 12-14 pages

**Due Date: April 12, 2022**

The final Summative Worship Paper includes two components. In the first part (approximately 6-8 pages), you will reflect upon how worship shapes us and how worship relates to mission. In the second part (approximately 6 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 and Van Opstal, Smith, Torrance, and other pertinent sources, as you analyze your own understanding of spirituality and worship, your own strengths and potential shortcomings, and the characteristics of your congregation. Explain how understanding Trinitarian and missional worship practices can be transformative in your context. 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 3 and 4.

## F. 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.

## G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Class Livestream Participation and Forums	10 %
Theological Foundations of Worship	25 %
Case Study on Worship Conflict	25 %
Summative Worship Paper	40 %
Total Grade	100 %

## H. 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 in interacting with the ideas of others

2. Unless otherwise indicated, use full 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 takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies 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 may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office ([aa@tyndale.ca](mailto:aa@tyndale.ca)) before proceeding.

## **I. 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**

**Week 1** (January 11): Introduction: What is worship? What is liturgy? What assumptions about worship influence our perspectives? We will also work through the course syllabus.

**Week 2** (January 18): Presence of the Triune God in life and worship -- Christ Jesus and the Holy Spirit: the two hands of worship  
*Read:* James Torrance, Chapter 1-2  
Constance Cherry, Chapters 1-2

**Week 3** (January 25): The Worshipping Community -- Baptism and the Lord's Supper  
*Read:* Torrance, Chapter 3

**Week 4** (February 1): Fourfold Pattern of Worship  
*Read:* Cherry, Chapters 3-8

**Week 5** (February 8): Sacred Words – Prayer and Music  
*Read:* Cherry, Chapters 9-11  
***DUE on February 8 (at 11:59 pm): Assignment 2 Theological Foundations of Worship,***  
see details under D. Assignments and Grading heading

**Week 6** (February 15): Sacred Time – Seasons of Year and Seasons of Life  
*Read:* Cherry, Chapters 12-15

**NOTE: Reading Days are during the week of February 21-25. Thus, there will be NO CLASS ON FEBRUARY 22<sup>nd</sup>. Enjoy your break!**

**Week 7** (March 1): Sacred Space – Importance of Place and Context  
*Read:* Smith, Chapter 1 (on course resource page)  
Van Opstal, Chapters 1-2

**Week 8** (March 8): Worship and Diversity (culture and more) -- the Discomfort of Worship  
*Read:* Van Opstal, Chapters 3-4

**Week 9** (March 15): Worship and Formation through song and practice  
*Read:* Van Opstal, Chapters 5-6

***DUE on March 15 (at 11:59pm): Assignment 3 Case Study on Worship Conflict***, see details under D. Assignments and Grading heading

**Week 10** (March 22): Worship and Discipleship – tradition and change  
*Read:* Van Opstal, Chapters 7-8

**Week 11** (March 29): Worship’s Wider Dimensions – the spirituality of worship, discussion of case study assignment  
*Read:* Richard Foster, *Streams of Living Water*, Chapter 1, on course resource page

**Week 12** (April 6) Lived Doxology – eschatological realities of worship, missional witness and the relationship between worship and mission  
*Read:* Draper, “Lived Doxology,” on course resource page  
***DUE on April 12 (one week after class at 11:59 pm): Assignment 4 Summative Worship Paper***, see details under D. Assignments and Grading heading

## V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

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