"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."

Semester, Year	Winter, 2027
Course Title	**WORSHIP: LITURGY AND LIFE**
Course Code	**PAST 0546 1P & 1S**
Date **Time** **Delivery Format**	JANUARY 14 – APRIL 8, 2027 THURSDAYS 6:45PM – 9:35PM IN-PERSON & SYNCHONOUS ONLINE
Class information	The classes will be in-person every Thursday evenings at 6:45PM – 9:35PM.
Instructor	**SHU-LING LEE, DMin** Email: sllee@tyndale.ca
Office Hours	Before each class starts, I will be in the classroom in-person and online at 6:30PM for 15 minutes of conversation. Feel free to join me! You can also email me to setup time for an individual appointment to talk about any issues or questions.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One. Course emails will be sent to your @MyTyndale.ca e-mail account only.

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 setting.
3. Explain the rationale of the historic fourfold order of Christian worship and assess its usefulness to their own ecclesial context.
4. Demonstrate the ability to plan and review a worship service that is theologically coherent and culturally relevant, using the historic fourfold order of worship.
5. Describe the transformative power of specific worship practices that aid in the formation of missionally-oriented and culturally-aware Christian disciples within diverse contexts.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Full Textbooks

Cherry, Constance. *The Worship Architect: A Blueprint for Designing Culturally Relevant and Biblically Faithful Services*. Second Edition. Grand Rapids: Baker Academic, 2010, 2021. (ISBN 978-1540963888)

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, 2022. (ISBN 978-0830847051)

Excerpts/Chapters

Fitch, David E. Faithful Presence: Seven Disciplines That Shape the Church for Mission. Downers Grover, IVP, 2016. (ISBN 978-0830841271), Chapter 1-3 Only

Draper, Marilyn. *Lived Doxology: A Spiritual Theology For The Church In Mission*. Hamilton, McMaster Divinity College, 2016. (Dissertation), Chapter 4 Only (pgs 243-321)

Other Resources will be posted on class webpage under appropriate date.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Smith, James K.A. *You Are What You Love: The Spiritual Power of Habit.* Grand Rapids: Brazos Press, 2016. (ISBN 978-1587433801), Chapter 1 & 2 Only.

Tyndale recommends **STEPBible** – 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 Participation and Small Group Discussions: 10% of final grade.**
   This requirement is relevant to all outcomes.

   "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 to better contribute to class wide and small group discussions.

   Basis of Grade: This mark will reflect attendance, class engagement (often in small break out groups for in-person and online), and occasional class webpage interaction where you will engage with course readings and lectures. In terms of attendance, every absence or lateness will lower your grade and more than 3 unexcused absences are grounds for course failure. See the Academic Calendar for the excused absence policy.

   Student participation will be graded on a scale of 1 to 4:

4	**3**	**2**	**1**
Excellent preparation, offers analysis, synthesis and evaluation of material; contributes significantly to ongoing discussion.	Good preparation, offers interpretation and analysis, contributes well to discussion in on-going fashion.	Adequate preparation, but no evidence of interpretation of analysis; offers straightforward information; contributes moderately when called upon.	Present, not disruptive; responds when called on but does not offer much; infrequent involvement.

2. **Theological Foundations of Worship: 20% of final grade.**
   Length: 6-8 pages
   Due Date: February 4, 2027
   This requirement is relevant to **Outcome 1.**

Interacting with James Torrance (Intro, Chapters 1-3) and Constance Cherry (Chapters 1-2), discuss the theological foundations of worship. In 5-6 pages, explain what we mean when we say worship is Trinitarian and Christocentric in nature. Considering your theological analysis concerning Trinitarian and Christocentric worship, what are the implications for your congregation (a further 1-2 pages)?

Basis of Grade: All papers will be 12-font, double-spaced with 1-inch margins (see below, H. General Guidelines for the Submission of Written Work). For most of the paper (6 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 own congregation.

3. **Worship Service Visitation Report: 10% of final grade.**
   Length: 3 Pages (Bullet Point responses only)
   Due Date: February 25, 2027
   This requirement is relevant to **Outcome 4 & 5.**

   Prepare a short report based on visiting a church worship service that is liturgically and/or stylistically different from your current church tradition. Your visitation report should be submitted in bullet point format. There will be a fillable template for the report found on the course resource page. The bullet points should be descriptive, analytical and thorough and should respond to the questions within the template. Also, be ready to share in the next class after handing in the report about your visitation.

   Basis of Grade: You will be graded on the depth and clarity in your bullet-point observations on your visitation report.

4. **Case Study on Worship Conflict: 20% of final grade.**
   Length: 6-8 pages
   Due Date: March 11, 2027
   This requirement is relevant to **Outcome 2.**

   A case study involving a conflict concerning an aspect of worship will be posted on the course 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.

5. **Final Summative Worship Paper: 40% of final grade.**
   Length: 12-14 pages
   Due Date: April 15, 2027
   This requirement is relevant to **Outcomes 1, 3, 4 & 5.**

   The final Summative Worship Paper includes **TWO PARTS**.

   In **PART ONE** (approximately 6-8 pages), reflect on what you have learned this term by exploring your deepest convictions about the theology and practice of corporate worship and its implications for discipleship, mission, and cultural connection. You should have a minimum of 12 footnotes in this section, from a minimum of six sources. Interact with Cherry, Torrance, Van Opstal, Fitch, Smith, and other relevant authors.

   In **PART TWO** (approximately 6 pages), create an annotated worship service that is theologically sound and culturally relevant. Use the historic fourfold worship order discussed by Cherry as the backbone of the service you create. Your service should include the celebration of the Lord's Supper. Using footnotes or annotations, be sure to explain the theological rationale and the practical purpose for each element in the worship service. 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 (e.g. are the people standing, sitting, kneeling, hands, lifted, dancing, etc?)

   Basis of Grade: Be sure to include **BOTH PARTS** in your final Summative Worship Paper. Reflect on our readings, classroom lectures and discussions, your own understanding of spirituality and worship, and the characteristics of your congregation.

Penalty for late submission:
The Seminary-wide instructions for the Late Papers and Extensions Policy from the Academic Calendar can be found in the **final section (Part VI).**

For every **week** late, the grade will be reduced by 5 %, a half a letter grade (i.e. one week late: 82 % A- becomes 77 % B+; two weeks late, 82 % becomes 72 % B-, etc.). Please note that the deduction is accumulated **weekly**, not daily, and so a student will receive the same penalty whether the assignment is one or six days late.

Extensions will be considered only in cases such as a death in the family, the hospitalization of yourself or a member of your immediate family, or an illness for which you require treatment by a physician. Reference to heavy workload, other assignments, professional or ministry obligations, or holidays do not constitute legitimate grounds for an extension.

Requests for extensions must be submitted in writing to the instructor explaining the reason why the extension is needed. Such requests need to be submitted at least 72 hours prior to the due date.

All assignments must be handed in by the last day of exams. No assignments will be accepted after that date, unless the student has a valid reason for an extension. In that case, the student must apply for an extension to the Registrar and not to the professor.

D. SUMMARY OF ASSIGNMENTS AND GRADING
Evaluation is based upon the completion of the following assignments:

Assignment	**Due**	**%**
1. Class Participation and Small Group Discussions	Weekly	10%
2. Theology of Worship Paper	Feb 4	20%
3. Worship Service Visitation Report	Feb 25	10%
4. Case Study/Reflection Paper	Mar 11	20%
5. Final Summative Worship Paper	Apr 15	40%
Total Grade		**100%**

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Week 1 (January 14): Introduction: Worship in Light of who God is:
What is worship? What is liturgy? What assumptions about worship influence our perspectives? We will also work through the course syllabus.
Read: Torrance, Introduction

Week 2 (January 21): Presence of the Triune God in life and worship – Jesus, The Spirit and Trinitarian Worship.
Read: James Torrance, Chapter 1-2; Constance Cherry, Chapters 1-2

Week 3 (January 28): The Worshipping Community – Baptism and the Lord's Supper
Read: Torrance, Chapter 3

Week 4 (February 4): The Historic Fourfold Pattern of Worship
Read: Cherry, Chapters 3-8
***DUE on February 6 (at 11:59 pm):* Assignment 2 Theological Foundations of Worship**

Week 5 (February 11): Sacred Words, Prayer and Music
Read: Cherry, Chapters 9-11

NOTE: Reading Days are during the week of February 15-19. Thus, there will be NO CLASS ON FEBRUARY 18. Enjoy your break!

Week 6 (February 25): Sacred Time and the Christian Calendar
Read: Cherry, Chapters 12-15
***DUE on February 25 (at 11:59 pm):* Assignment 3 Worship Service Visitation Report**

Week 7 (March 4): Worship Service Visitation Reports Discussion – Worshipping God in Different Contexts and Styles
Read: Van Opstal, Chapters 1-2

Week 8 (March 11): Worship and Diversity (culture and more) – the Discomfort of Worship
Read: Smith, Chapter 1 (on course resource page); Van Opstal, Chapters 3-4
***DUE on March 13 (at 11:59pm):* Assignment 4 Case Study on Worship Conflict**

Week 9 (March 18): Worship and Formation through Song and Practice
Read: Van Opstal, Chapters 5-6

Week 10 (March 25): Worship and Discipleship – Tradition and Change
Van Opstal, Chapters 7-8,

Week 11 (April 1): Case Study Assignment Discussion & The Lord's Supper Wider Dimensions – The Church in 3 Spaces
Read: David Fitch*, Faithful Presence,* Chapter 3 (on course resource page)

Week 12 (April 8): Worship & Mission: Lived Doxology – eschatological realities of worship, missional witness and how their relationship.
Read: Draper, "Lived Doxology," on course resource page
***DUE on April 15 (one week after our last class at 11:59 pm)*: Assignment 5 Summative Worship Paper**

V. SELECTED BIBLIOGRAPHY
Selected bibliography will be posted to the class webpage during the course.

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. 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.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class 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
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

C. 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.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric
Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

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 (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the Academic Integrity website for further details.

Academic Integrity and Artificial Intelligence (AI)
Tyndale Seminary's Academic Calendar provides a definition and broad descriptions of types of Academic Dishonesty using AI.

Academic dishonesty includes the submission of work for which previous credit was given, the submission of work under one's own name that is largely the result of another person's efforts, aiding another's dishonesty, cheating on exams and giving false information for the purpose of gaining admission, credits, etc. … Academic dishonesty also includes submitting academic work which has been written, rewritten, or substantially edited by an artificial intelligence program. (Seminary Academic Calendar, 2026/7, p. 173.)

AI programs are not adequate information sources for academic writing. Students should not use AI in academic writing without explicit permission from their course instructor. Given the tendency of AI programs to give inaccurate information and even falsify citations, students are cautioned against using AI prompts to begin researching or summarizing a topic. Instructors may deduct points from [or give a failing grade to] assignments for the improper use of AI sources. (Seminary Academic Calendar, 2026/7, p. 174.)

Students *may* use AI as an enhanced search engine, provided they are extremely careful about checking its sources. That means personally verifying texts and claims *every time* by clicking through to the source link or independently searching. This also means public information sources like Wikipedia are not satisfactory sources. We recommend using sites like Google Scholar or the variety of journal and research databases available with a Tyndale student ID.

Students *may* use AI to transcribe interviews, videos, or dictations of their own ideas when preparing for assignments. But they must read through the transcripts themselves and *manually* verify accuracy, make selections to quote, or edit for concision and clarity. This use of AI is reserved only for ideas that students have created themselves. Students may not submit course lectures, videos, or other course material to AI or any other software to transcribe, synthesize, annotate, or otherwise summarize course content.

Students *may not* use AI in any aspect of the planning and writing process for class assignments, including but not limited to early planning, ideas, outlining, argumentation, grammar, syntax, or phrasing. Struggling with all this is fundamental part of human learning. This struggle is precisely what develops writing ability and is essential to developing critical thinking and communication skills. If further clarification is required, students should ask their professors, not an AI assistant.

Students *may not* use Grammarly or similar AI copyediting programs, including Copilot in Microsoft Word. Tyndale students are expected to write with sophistication in English. Use of a LLM to edit/re-write/re-phrase/alter student work will be viewed as a breach of the Tyndale AI policy. Students should also be aware that many of these programs can/will change student ideas without permission or notification and should be careful to turn off any generative AI features in any software they use for course assignments.

Special Note:
Students should carefully discern and justify any use of AI tools. Convenience, efficiency,

academic pressure, lack of time or even health issues are not sufficient reasons to rely on AI. If personal or external difficulties affect your work, you should first speak with your instructor before using AI assistance. Your personal formation, theological reflection, and authentic engagement with the course remain the priority in completing assignments.

Some course professors may allow AI use for specific projects within specific limits. All Seminary syllabi (or course pages on Moodle) will contain guidelines for permitted uses of AI. When using AI for any professor-approved application in assignments, students should save all rough work and earlier versions of their assignments before editing. Students may be required to produce these versions on request. The name of the AI software used must be noted (Claude, ChatGPT, etc.) including the specific version number and model of that software, and the specific text of all prompts employed to get the results must be reported in the submitted assignment.

For proper citation style, consult Citation Guides for different styles. Students are encouraged to consult Writing Services.

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

Turnitin Text-Matching Software
Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- Student Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity (Guide, Video, Spectrum)

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 (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy
All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of

two-thirds of a grade per week or part thereof (e.g., from “A+” to “A-,” from “B” to “C+”). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the Extension Request Form. The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete (“I”) may be granted by the Registrar. Once an extension is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.

E. 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.

F. LIBRARY RESOURCES

Tyndale Library supports courses with e-journals, e-books, and the mail delivery of books and circulating materials. See the Library FAQ page.

G. GRADING SYSTEM & SCALE

For each course’s grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary Grading System & Scale.