

McMASTER DIVINITY COLLEGE
COURSE SYLLABUS
MS 2A03 / MS 2B03

FALL 2017 – WINTER 2018

FOUNDATIONS FOR EFFECTIVE MINISTRY 2:
WORSHIP, DISCIPLESHIP, AND TELLING GOD'S STORY

INSTRUCTOR: WENDY J. PORTER, PHD

Tuesdays, 1:30 – 3:20 p.m.
Divinity College Room TBA
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Fall Semester 2017—classes begin Tuesday, September 12
Winter Semester 2018—classes begin Tuesday, January 9

Course Invitation

How can we invite others to worship until we have met God in worship? How can we walk with others in discipleship unless we ourselves are on the path? How can we tell God's story unless we have entered into God's story through Scripture and experience?

The three foundations of effective ministry that we explore in this course begin with God's ministry in our own lives. As we encounter God through worship, discipleship, and telling God's story, then our ministry to others can become an outpouring of God's work in our lives into the lives of those around us. However, does this mean that we can just rely on natural ability and personality to do this ministry? No, it doesn't. Effective ministry requires that we reflect on our own encounters with God and how we are being shaped, and then to be intentional about how to communicate this meaningfully to those around us, whether we are in a formal or informal places of ministry.

You may be gifted in one or more of these areas, or you may not be sure that you are gifted in them at all. Together, we will discover that God has wonderful ways to use his design of us and to accomplish what he has called us to do. What this course will require of you is that you be fully engaged and work attentively to discover what God is doing in you, that you faithfully communicate in ways that build each other, and that you invest what you learn in the people to whom God has called you to minister.

Course Objectives**KNOWING**

- To know God more deeply – through personal worship, committed discipleship, and exploring God's story for yourself.
- To understand more about God's ministry calling in each area – to create space for others to worship, to walk with one another in discipleship, to tell God's story so lives are changed.
- To appreciate the varieties of worship, modes of discipleship, and stories of God, and to learn from and teach one another in these ways.
- To examine and evaluate components of communication in the areas of worship, discipleship, and telling God's story, and how they contribute to effective ministry.

BEING

- To reflect on how God is meeting with you through worship, discipleship, and his story.
- To discern where God is at work in your life and calling you deeper into these ministry areas.
- To allow biblical, historical, and contemporary fellow-believers to challenge and encourage you to grow into a fuller and deeper expression of spiritual life and ministry.
- To be shaped by our community's giftings in worship, discipleship, or telling God's story.

DOING

- To develop practical skills in each area: worship, discipleship, and telling God's story.
- To explore the heart and mind engagement that is essential for ministry in each area.
- To develop discernment in assisting fellow students and others to flourish in these ministries.

Required Reading – Fall

1. Best, Harold M. *Unceasing Worship: Biblical Perspectives on Worship and the Arts*. Downers Grove, IL: InterVarsity, 2003.
2. Packer, J. I. *Knowing God*. Downers Grove, IL: IVP, 1973, rev. ed. 1993.
 - (a.) Foster, Richard. *Streams of Living Water: The Great Traditions of the Christian Faith*. New York, NY: Harper SanFrancisco, 1998. (Consult this book for in-class presentation.)
3. Long, Thomas G. *The Witness of Preaching*. 2nd ed. Louisville: Westminster/ John Knox, 2005.

Required Reading – Winter

1. Kreider, Alan, and Eleanor Kreider. *Worship and Mission after Christendom*. Harrison, VA: Kitchener, ON: Herald, 2011.
2. Peterson, Eugene H. *A Long Obedience in the Same Direction: Discipleship in an Instant Society*. Downers Grove, IL: InterVarsity, 1980.
 - (a.) Foster, Richard. *Celebration of Discipline: The Path to Spiritual Growth*. San Francisco, CA: Harper & Row, 1978. (Consult this book for in-class presentation.)
3. Edwards, J. Kent. *Deep Preaching: Creating Sermons that Go Beyond the Superficial*. Nashville, TN: B&H Academic, 2009.

All required textbooks for this class are available from the College's book service, READ On Bookstore, Room 145, McMaster Divinity College. Texts may be purchased on the first day of class in each semester. Other book services may also carry the texts. For advance purchase, you may contact: READ On Bookstore, 5 International Blvd, Etobicoke, ON, M9W 6H3. E-mail: books@readon.ca; <http://www.readon.ca> Tel: (416) 620-2934; Fax: (416) 622-2308.

CLASS SCHEDULE – Fall Semester 2017

Worship I

1. September 12: Welcome, Syllabus, Learning Goals, Learning Portfolios.
Introduction: Meeting with God in Worship
Read: Best, *Unceasing Worship*
2. September 19: Historical Perspectives on Worship; Developing a Theology of Worship
3. September 26: Small Groups Leading In-Class Worship
4. October 3: **Due:** Worship I Papers and Projects, In-Class Presentations
- October 10: READING WEEK – NO CLASS

Discipleship I

5. October 17: Knowing God
Read: Packer, *Knowing God*
Consult: Foster, *Streams of Living Water*
6. October 24: Being Known by God. (Consult).
7. October 31: Spiritual Types, In-Class Explorations
8. November 7: **Due:** Discipleship I Papers and Projects, In-Class Presentations

Telling God's Story I

9. November 14: Humility and Scripture: Reading God's Story
Read: Long, *The Witness of Preaching*
10. November 21: Guest Presenter (TBA)
11. November 28: Testimony: "Telling God's Story in My Life" – In-Class Videos
12. December 5: Culture and Context: Revealing God's Story
Due: Telling God's Story I Papers and Projects
13. December 12: **Due:** In-Class Presentations; Class Evaluations

Class Expectations

Participate fully in all class sessions. Invest in helpful and encouraging peer evaluations. Post responses to presentations on Avenue to Learn. Do not text or take/receive calls during class. Complete assigned readings and use them in your written assignments. Be considerate to one another. Come to class ready to engage with one another, and with God.

Add 10% to One Assignment: The three assignments are assessed equal weights (30%). This leaves 10% for you to apply to one assignment. Choose the assignment that you want to invest the most in and that fits within your specialization. Communicate with the instructor by the third class day which assignment will receive the extra 10%. You may choose to (but are not required to) extend the length of this paper or the extent of this project.

Each Semester

- ❖ At least one assignment should be tied in some way to your **Ministry Placement**.
- ❖ Your **Learning Goals** should reflect connections between assignments and your placement.
- ❖ Focus *at least* one assignment on your area of **Specialization**. (See above on adding 10%).
- ❖ Consider using a specialization assignment as the starting point for a **Thesis Option**.
- ❖ Document something about your learning in each assignment in your **Learning Portfolio**.

Fall Semester: Assignment 1—WORSHIP I: Paper or Project**Due: October 3, 2017 in class, including in-class presentation.****Marks: 30% (25% + 5% for the presentation).****Optional: extra 10% (one assignment only).****a. Paper: 2000 words.**

Research an area of **worship** that is significant to you and your ministry. Consult the instructor. Your approach may be biblical, historical, theological, cultural, musical, practice of ministry, etc. Use approximately 10 sources. Follow the MDC Style Guide.

b. Project + 750-word thoughtful reflection.

Choose a project to explore an aspect of **worship** that is valuable to you and your ministry. Consult the instructor. Include a thoughtful 750-word reflection, describing something about your project, and what you learned about worship in the process.

For Paper or Project: Connect your paper or project to your **Ministry Placement**, if at all possible. At least one (or more) of your assignments should connect with your **Specialization**. Consider this paper or project as the starting point for a **Thesis Option**. Document something that you learned through your paper or project in your **Learning Portfolio**.

In-Class Presentation: For each paper or project, you will make a brief presentation of it to the class. Please also reflect on what you learned in the process. Update your Learning Portfolio.

Fall Semester: Assignment 2—DISCIPLESHIP I: Paper or Project**Due: November 7, 2017 in class, including in-class presentation.****Marks: 30% (25% + 5% for the presentation).****Optional: extra 10% (one assignment only).****a. Paper: 2000 words.**

Research an area of **discipleship** that is significant to you and your ministry. Consult the instructor. Your approach may be biblical, historical, theological, cultural, musical, practice of ministry, etc. Use approximately 10 sources. Follow the MDC Style Guide.

b. Project + 750-word thoughtful reflection.

Choose a project to explore an aspect of **discipleship** that is valuable to you and your ministry. Consult the instructor. Include a thoughtful 750-word reflection, describing something about your project, and what you learned about worship in the process.

For Paper or Project: Connect your paper or project to your **Ministry Placement**, if at all possible. At least one (or more) of your assignments should connect with your **Specialization**. Consider this paper or project as the starting point for a **Thesis Option**. Document something that you learned through your paper or project in your **Learning Portfolio**.

In-Class Presentation: For each paper or project, you will make a brief presentation of it to the class. Please also reflect on what you learned in the process. Update your Learning Portfolio.

Fall Semester: Assignment 3—TELLING GOD'S STORY I: Paper or Project**Due: December 5, 2017 (NOTE: One week *before* final in-class presentations.)****In-Class Presentation: December 12, 2017.****Marks: 30% (25% + 5% for the presentation).****Optional: extra 10% (one assignment only).****a. Paper: 2000 words.**

Research an area of **telling God's story** that is significant to you and your ministry. Consult the instructor. Your approach may be biblical, historical, theological, cultural, musical, practice of ministry, etc. Use approximately 10 sources. Follow the MDC Style Guide.

b. Project + 750-word thoughtful reflection.

Choose a project to explore an aspect of **telling God's story** that is valuable to you and your ministry. Consult the instructor. Include a thoughtful 750-word reflection, describing something about your project, and what you learned about worship in the process.

For Paper or Project: Connect your paper or project to your **Ministry Placement**, if at all possible. At least one (or more) of your assignments should connect with your **Specialization**. Consider this paper or project as the starting point for a **Thesis Option**. Document something that you learned through your paper or project in your **Learning Portfolio**.

In-Class Presentation: For each paper or project, you will make a brief presentation of it to the class. Please also reflect on what you learned in the process. Update your Learning Portfolio.

Note: The next three pages include the schedule and assignment for the Winter Semester.

Important: Turn to the last two pages of the syllabus for the statements that you are required to know on Writing Style, Academic Dishonesty, Inclusive Language, as well as Deadlines and Late Submission Policy, the Disclaimer that reminds you that this syllabus is the property of the instructor and may be revised, and Criteria for Grading Written Assignments.

CLASS SCHEDULE – Winter Semester 2018

Worship II

1. January 9: The Hospitality of Worship: Creating Space
Read: Kreider and Kreider, *Worship and Mission after Christendom*
2. January 16: Music, Scripture, Prayer, and Communion: A Community in Worship
3. January 23: Small Groups Leading In-Class Worship
4. January 30: **Due:** Worship II Papers and Projects, In-Class Presentations

Discipleship II

5. February 6: Spiritual Vitality in Crisis
Read: Peterson, *A Long Obedience in the Same Direction*
Consult: Foster, *Celebration of Discipline*
6. February 13: Spiritual Disciplines, In-Class Synopses
February 20: READING WEEK, NO CLASS.
7. February 27: Compassionate Discipleship: Walk with Me
8. March 6: **Due:** Discipleship II Papers and Projects, In-Class Presentations

Telling God's Story II

9. March 13: Reflection and Insight in Finding God's Story
Read: Edwards, *Deep Preaching*
10. March 20: Skill and Technique in Assembling the Materials of God's Story
11. March 27: Changed by God's Story
Due: Written Manuscripts for Presentations on April 3
12. April 3: In-Class Presentations: Telling God's Story II (group 1)
Due: Written Manuscripts for Presentations on April 10
13. April 10: In-Class Presentations: Telling God's Story II (group 2)

Class Expectations

Participate fully in all class sessions. Invest in helpful and encouraging peer evaluations. Post responses to presentations on Avenue to Learn. Do not text or take/receive calls during class. Complete assigned readings and use them in your written assignments. Be considerate to one another. Come to class ready to engage with one another, and with God.

Add 10% to One Assignment: The three assignments are assessed equal weights (30%). This leaves 10% for you to apply to one assignment. Choose the assignment that you want to invest the most in and that fits within your specialization. Communicate with the instructor by the third class day which assignment will receive the extra 10%. You may choose to (but are not required to) extend the length of this paper or the extent of this project.

Each Semester

- ❖ At least one assignment should be tied in some way to your **Ministry Placement**.
- ❖ Your **Learning Goals** should reflect connections between assignments and your placement.
- ❖ Focus *at least* one assignment on your area of **Specialization**. (See above on adding 10%).
- ❖ Consider using a specialization assignment as the starting point for a **Thesis Option**.
- ❖ Document something about your learning in each assignment in your **Learning Portfolio**.
- ❖ Document something about your learning in each assignment in your **Learning Portfolio**.

Winter Semester: Assignment 1—WORSHIP II: Paper or Project

Due: January 30, 2017 in class, including in-class presentation.

Marks: 30% (25% + 5% for the presentation).

Optional: extra 10% (one assignment only).

a. Paper: 2000 words.

Research an area of **worship** that is significant to you and your ministry. Consult the instructor. Your approach may be biblical, historical, theological, cultural, musical, practice of ministry, etc. Use approximately 10 sources. Follow the MDC Style Guide.

b. Project + 750-word thoughtful reflection.

Choose a project to explore an aspect of **worship** that is valuable to you and your ministry. Consult the instructor. Include a thoughtful 750-word reflection, describing something about your project, and what you learned about worship in the process.

For Paper or Project: Connect your paper or project to your **Ministry Placement**, if at all possible. At least one (or more) of your assignments should connect with your **Specialization**. Consider this paper or project as the starting point for a **Thesis Option**. Document something that you learned through your paper or project in your **Learning Portfolio**.

In-Class Presentation: For each paper or project, you will make a brief presentation of it to the class. Please also reflect on what you learned in the process. Update your Learning Portfolio.

Winter Semester: Assignment 2—DISCIPLESHIP II: Paper or Project

Due: March 6, 2017 in class, including in-class presentation.

Marks: 30% (25% + 5% for the presentation).

Optional: extra 10% (one assignment only).

a. Paper: 2000 words.

Research an area of **discipleship** that is significant to you and your ministry. Consult the instructor. Your approach may be biblical, historical, theological, cultural, musical, practice of ministry, etc. Use approximately 10 sources. Follow the MDC Style Guide.

b. Project + 750-word thoughtful reflection.

Choose a project to explore an aspect of **discipleship** that is valuable to you and your ministry. Consult the instructor. Include a thoughtful 750-word reflection, describing something about your project, and what you learned about worship in the process.

For Paper or Project: Connect your paper or project to your **Ministry Placement**, if at all possible. At least one (or more) of your assignments should connect with your **Specialization**. Consider this paper or project as the starting point for a **Thesis Option**. Document something that you learned through your paper or project in your **Learning Portfolio**.

In-Class Presentation: For each paper or project, you will make a brief presentation of it to the class. Please also reflect on what you learned in the process. Update your Learning Portfolio.

Winter Semester: Assignment 3—TELLING GOD'S STORY II: Major Presentation

Due: April 3, 2017 (NOTE: One week before final in-class presentations.)

In-Class Presentations: April 3 and 10, 2017.

Marks: 30% (15% for written / submitted work + 15% for in-class presentation).

Optional: extra 10% (one assignment only).

a. Telling God's Story through Sermon, Message, or Story

Written Manuscript: 15%, due one week before presentation, plus 750-word reflection.

Presented Material: 15%

Choose one aspect of God's story, and develop it into a substantial **telling of God's story** to be presented in class. You may use traditional preaching, non-traditional preaching, personal sharing, storytelling, or another form of communication that would be appropriate for the class, but also applicable to your context of ministry. Consult the instructor. Craft a written manuscript to submit **one week in advance**. (Still follow the MDC Style Guide.) You will not use this manuscript to present. Tell (share / preach) your story (message / sermon) with abbreviated notes, or without notes. Along with your submitted manuscript, include a thoughtful 750-word reflection on the process of creating this message and what you learned about telling God's story in the process. Final step: update your Learning Portfolio.

b. Telling God's Story through a Creative Project

Submitted Project: 15%, due one week before presentation, plus 750-word reflection.

Presented Material 15%

Choose one aspect of God's story, and develop a project that will facilitate a substantial **telling of God's story** for an in-class presentation. Consult the instructor. This project could include creating art as a way of telling God's story / a creative presentation of a Christian biography / a documentary / music / children's story / dance / etc. Include a thoughtful 750-word reflection on your project and what you learned about telling God's story in the process. Submit your project and reflection **one week in advance**. Final step: update your Learning Portfolio.

All Presentations: Final timing for this presentation will be determined later, but a working guideline is 10–15 minutes. Your presentation will be assessed by peers and instructor in-class.

Style

You must follow the MDC Style Guide, using the most recently updated version: (<http://www.mcmasterdivinity.ca/sites/default/files/documents/mdcstyleguide.pdf>).

Failure to pay attention to the details of writing and formatting, including bibliography and footnotes, will show that you are not paying attention to details, and will result in lost marks. Don't risk this loss. Invest the time to figure out the style guide, and hand in clean work.

Academic Dishonesty

Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College. Students are responsible for understanding what constitutes academic dishonesty. Please refer to the Divinity College Statement on Academic Honesty: <http://www.mcmasterdivinity.info/programs/rules-regulations>

Inclusive Language

McMaster Divinity College is committed to employing inclusive language for human beings in worship services, written materials, and all publications. With regard to biblical texts, the integrity of original expressions (including references to God) should be respected; the NRSV and TNIV provide appropriate examples of the use of inclusive language for human subjects. With the exception of direct quotations from historical documents, inclusive language is to be used in chapel services and in all assignments submitted for academic credit.

Deadlines and Late Submission Penalty

Assignments are due at the beginning of class on the due date, after which they will be considered late. Late submission of assignments is 2% per calendar day (without limit). Assignments may be submitted electronically to Avenue to Learn.

Final date for submission of all course written assignments is the second last day of classes in both semesters: first semester, December 5, and second semester, April 3. Anything received after the final day of classes will not be graded.

Disclaimer

This syllabus is the property of the instructor. The instructor reserves the right to make revisions as needed.

Criteria for Grading Written Assignments. Please also consult rubrics on Avenue to Learn.

Grade Range	Content	Argument	Presentation
90–100 A+ 85–89 A 80–84 A–	Mastery of subject matter; creativity and individualized integration of insights and their relationships; exceeds required elements	Clear, logical structure; comprehensive introduction, persuasive argumentation, and innovative conclusions	Detailed adherence to relevant style for formatting of text, notes, and bibliography; no errors of grammar or syntax; elegant presentation
77–79 B+ 73–76 B 70–72 B–	Above-average grasp of principles and concepts, and their inter-relationship; completion of all required elements	Coherent structure and consistent argumentation; well-stated introduction and conclusion	General adherence to relevant style and format; few errors of grammar or syntax
67–69 C+ 63–66 C 60–62 C–	Adequate understanding of theoretical foundations; minimal completion of required elements	Rudimentary structure; minimal introductory and concluding statements	Significant errors of grammar, syntax, or style
57–59 D+ 53–56 D 50–52 D–	Low level of comprehension; required elements incomplete or missing	Lack of coherence or structure in argumentation; introduction or conclusion missing	Abundant grammatical, syntactical, and stylistic errors
0–49% F	Inability to grasp basic concepts; required elements missing	Incomprehensible or illogical structure and argumentation	Failure to follow stylistic guidelines; incomprehensible syntax