

MCMASTER DIVINITY COLLEGE  
COURSE SYLLABUS MS 5XY5  
DPT INTERSESSION HYBRID INTENSIVE COURSE  
WINTER 2018

## FAITH, WORK, AND WORSHIP

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Online begins: Monday, January 8  
Face-to-Face Days: Tuesday and Wednesday, February 20–21, 2018  
Online resumes: Monday, February 26  
Online ends: the week of Monday, April 2

### Course Invitation

Psalm 86:11 talks about having an “undivided heart,” but many of us have far more experience with fragmented and disintegrated hearts than with undivided ones. We know that we should be authentic worshipers, engage in the activities of a life of faith, and do good work. We recognize that everyone **worships** someone or something, although opinions abound on how that should look or sound. We think we have an idea of what a life of **faith** is “supposed” to look like, whether we are living up to that or not. We all **work**, whether that work is valued by others or not, whether we value it ourselves or not, whether we are remunerated or not, and whether we think we are fulfilling a calling or vocation in this work or not. As reflective believers, we may admit that our lives—and the lives of those that we work with or are ministering to—are highly fragmented and disintegrated instead of being “undivided.” What would it look like to be wholehearted and thoroughly integrated believers? This course will provide the opportunity to investigate and evaluate these three core areas of Faith, Work, and Worship, to address challenges and explore opportunities for meaningful integration in our lives and in how we might research, redesign, model, and teach it.

### Learning Outcomes

#### KNOWING

My goal is that you will be able to

- **explain** succinctly your theology of worship, your understanding of the life of faith, and your theology of work in the space of three distinctive “elevator stories”; and
- **create** meaningful ways to communicate this to people within your circle of influence.

#### DOING

My goal is that you will

- **explore** your relationships between the three areas (faith, work, and worship);

- **examine** the effectiveness of their integration in your own life and place(s) of ministry / work / influence; and
- **design and implement** a new plan for your life and ministry that will bring these together in new ways to more effectively model / coach / train / teach others to do the same.

## BEING

My goal is that you will

- **evaluate** how worship has shaped your life of faith, and how it has influenced your view of and engagement in your work; and then
- **construct** a new approach to worship, faith, and work with potential to reshape your own life and your meaningful engagement with those to whom you are called to minister, teach, and do life.

Required Textbooks:

### Faith:

Osmer, Richard R., and Friedrich L. Schweitzer, eds. *Developing a Public Faith: New Directions in Practical Theology*. St. Louis, MO: Chalice, 2003.

### Work:

Volf, Miroslav. *Work in the Spirit: Toward a Theology of Work*. New York and Oxford: Oxford University Press, 1991.

### Worship:

Wolterstorff, Nicholas. *The God We Worship: An Exploration of Liturgical Theology*. Grand Rapids, MI: Eerdmans, 2015.

Additional Reading:

### Faith:

Moltmann, Jürgen. *The Living God and the Fulness of Life*. Translated by Margaret Kohl. Louisville, KY: Westminster John Knox, 2015.

Volf, Miroslav, and Dorothy C. Bass, eds. *Practicing Theology: Beliefs and Practices in Christian Life*. Grand Rapids, MI: Eerdmans, 2002.

Volf, Miroslav. *A Public Faith: How Followers of Christ Should Serve the Common Good*. Grand Rapids, MI: Brazos, 2011.

### Work:

Cosden, Darrell. *The Heavenly Good of Earthly Work*. Grand Rapids, MI: Baker Academic, 2006.

Smith, Gordon T. *Courage and Calling: Embracing Your God-Given Potential*. Downers Grove, IL: Intervarsity, 2011.

### Worship:

Hoon, Paul Waitman. *The Integrity of Worship: Ecumenical and Pastoral Studies in Liturgical Theology*. Nashville, TN: Abingdon, 1971.

Smith, James K. A. *You Are What You Love: The Spiritual Power of Habit*. Grand Rapids, MI: Brazos, 2016.

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.

**Tentative Class Schedule:****Intro Module**

1. Monday, January 8 (or earlier)

**View:** Welcome and Personal Intro

**View:** Intro to the syllabus material / structure of class / assignments

**View:** Intro to the technology (Note that there will be a dedicated Class Technology Discussion Board for students to ask questions related to technology. Students who have answers for fellow students are encouraged to respond.)

**Avenue to Learn** [= A2L] and **PebblePad** (all MDC students have access to these)—for messages, rubrics, submitting assignments, grades

**Webex**—for synchronous meetings, office hours

**Padlet**—for posting written or recorded responses to posted documents or videos

**Learning Portfolios**—for tracking your learning, like a CV

**Class YouTube site**—for personal intros and short presentations

**View and Respond:** Thought Prompter: **Faith, Work, and Worship**

**Post:** Your own Personal Intro on the class YouTube site

**Module 1: Worship (2 weeks)**

2. Monday, January 15

**View and Respond:** Thought Prompter: **Focus on Worship (Part 1)**

**View and Respond:** Thought Prompter: **Connections with Faith and Work (Part 1)**

**Post on Padlet:** Quotation/song/poem/artwork on “Worship” (Take 1).

**Post on Discussion Board:** Class Textbook (or Article) on Worship (TBA)

**Due:** Proposal for Paper or Project #1

3. Monday, January 22

**View and Respond:** Thought Prompter: **Focus on Worship (Part 2)**

**View and Respond:** Thought Prompter: **Connections with Faith and Work (Part 2)**

**Post on Discussion Board:** Class Textbook (or Article) on Worship (TBA)

**Post on Padlet:** Quotation/song/poem/artwork on “Worship” (Take 2).

**Post on YouTube:** Elevator Story #1: “Theology of Worship” (Take 1 = Trial Run). If you had only a minute to communicate your Theology of Worship, what would you say?

**Post on PebblePad:** Personal Reflection on how your theology of worship has (or has not) thoroughly influenced your life of faith and your approach to work.

**Module 2: Faith (2 weeks)**

4. Monday, January 29

**View and Respond:** Thought Prompter: **Focus on Faith (Part 1)**

**View and Respond:** Thought Prompter: **Connections with Work and Worship (Part 1)**

**Post on Discussion Board:** Class Textbook (or Article) on Faith (TBA)

**Post on Padlet:** Quotation/song/poem/artwork on “Faith” (Take 1).

5. Monday, February 5

**View and Respond:** Thought Prompter: **Focus on Faith (Part 2)**

**View and Respond:** Thought Prompter: **Connections with Work and Worship (Part 2)**

**Post on Discussion Board:** Class Textbook (or Article) on Faith (TBA)

**Post on Padlet:** Quotation/song/poem/artwork on “Faith” (Take 2).

**Post:** Elevator Story #2: “Meaning of Faith” (Take 1 = Trial Run). If you had only a minute to communicate the meaning of your faith, what would you say?

**Module 3: Work (1 week online, continuing in Face-to-Face Days)**

6. Monday, February 12

**View and Respond:** Thought Prompter: **Theology of Work (Part 1)**

**View and Respond:** Thought Prompter: **Connections with Worship and Faith (Part 1)**

**Create:** Learning Portfolio entry (re your Paper or Project #1)

**Post on Discussion Board:** Class Textbook (or Article) on Work (TBA)

**Post on Padlet:** Quotation/song/poem/artwork on “Work” (Take 1).

**Due: DRAFT—Paper or Project #1**

**Due: PROPOSAL—Paper or Project #2**

**Reading Preparation:** Prepare for next week’s face-to-face days by reading or reviewing fellow students’ papers or projects. Each student will briefly present their work in class. Each of the other students will be expected to have thoughtful and insightful responses for each presenter. You are encouraged to ask probing questions where relevant, but in an encouraging and supportive manner and environment, so that each person is built up in productive ways, while being challenged to go even deeper in their exploration.

**Module 4: FACE-TO-FACE DAYS: Tuesday–Wednesday, February 21–22**  
**Attendance is required for the full class days to successfully complete this course.**

**Tuesday, February 21**

In-Class Worship

Instructor Seminar-Lecture: **Theology of Work (Part 2**, continued from previous online day)

Break-Outs

**Due:** Student Presentations: Paper or Project #1

Instructor Seminar-Lecture: **Towards an Integration of Faith, Work, and Worship**

**Due:** Elevator Story #3: “Theology of Work” (Take 1 = Trial Run). If you had only a minute to communicate your theology of work, what would you say?

**Wednesday, February 22**

In-Class Worship

Instructor Seminar-Lecture: **Prayer that Permeates Faith, Work, and Worship**

Break-Outs

**Due:** Student Mini-Presentations: Proposals for Paper or Project #2

**Due:** Student Learning Portfolios

**READING AND EDITING WEEK! (Note: Revised papers/projects are due on Friday).**

**Online Classes Resume**

1. Monday, February 26

Watch for possible class messages following up on the Face-to-Face Class Days.

**Due: Friday, March 2: Final Version of Paper or Project #1,**  
 by midnight if electronic, by 4:30 p.m. if it is a physical piece of work.

**Module 5: Integration of Faith, Work, and Worship Papers and Projects (4 weeks)**

2. Monday, March 5

**View and Respond:** Thought Prompter: **Faith, Work, and Worship**

**Post on Discussion Board:** (Student-led: TBA)

**Post on Padlet:** Quotation/song/poem/artwork on “Work” (Take 2).

**Post on YouTube:** Elevator Story #1: “Theology of Worship” (Take 2). What would you say *now* if you had only one minute to communicate your theology of worship?

3. Monday, March 12

**View and Respond:** Thought Prompter: **Faith, Work, and Worship**

**Post on Discussion Board:** (Student-led: TBA)

**Post on YouTube:** Elevator Story #2: “Meaning of Faith” (Take 2). What would you say *now* if you had only one minute to communicate the meaning of your faith?

**Post on YouTube:** Tell us how you are progressing on your final paper or project.

**Module 5 (continued)**

4. Monday, March 19

**Due: DRAFT of Paper or Project #2**

**Due Friday, March 22:** Peer Reviews

**Due:** Elevator Story #3: “Theology of Work” (Take 2). What would you say *now* if you had only one minute to communicate your theology of work?

5. Monday, March 26

**Update:** Learning Portfolios

**Post on Discussion Board:** (Student-led: TBA)

**Revise:** Final Papers / Projects

**Module 6: Wrap Up (2 weeks)**

6. Monday, April 2

**View and Respond:** Thought Prompter: **Faith, Work, and Worship**

**Due: Friday, April 6: Final Paper or Project #2,**

by midnight if electronic, by 4:30 p.m. if it is a physical piece of work.

7. Monday, April 9

**View and Respond:** Thought Prompter: **Faith, Work, and Worship**

**Post on YouTube:** What is something that you learned or experienced in doing your final paper or project that you would want to share with the rest of the class?

**Due:** Share your second Learning Portfolio presentation.

**Post on Discussion Board:** What is one thing from one of the class textbooks that was particularly valuable for you, and why?

**ASSIGNMENTS:****1. Research Paper or Project #1: 40%**

Choose one of the three topics of the class and either write a substantive paper or design a creative project that explores this main topic. Incorporate at least one (or both) of the other areas.

**Research Papers** will conform to the MDC Style Guide, include substantive content, and use a minimum of 12–15 serious resources. Length: **4000 words**.

**Projects** will be thoughtfully designed and well-crafted to address issues or challenges or expressions, and will be accompanied by a descriptive paper of approximately **1000 words**.

As a DPT student, this assignment should have some bearing on your specific focus in the program, whether from a personal perspective, or shaped towards your target audience. Drafts of research papers or projects are due **in advance** of the Face-to-Face Class days (see date below). Each student will briefly present a summary of their paper or show/describe their project during our Face-to-Face Class days, followed by questions and interaction (timing is yet to be determined, based on class size). Revised papers/projects should show evidence of integrating relevant questions and insights, and are due at the end of the week after the Face-to-Face Class.

**DRAFT of Paper/Project due: Monday, February 12**, by midnight (electronic time-stamp).

**Presentation due: during Face-to-Face Class** (timing TBD).

**REVISED Paper/Project due: Friday, March 2**, by midnight (electronic time-stamp).

**Distribution of Marks:** Submitted Final Work: **30%**; Presentation and Interactions: **10%**.

**2. Research Paper or Project #2: 40%**

Choose one of the other three topics of the class and either write a substantive paper or design a creative project that explores this main topic. Incorporate at least one (or both) of the other areas.

**Research Papers** will conform to the MDC Style Guide, include substantive content, and use a minimum of 15–20 serious resources. Length: **6000 words**.

**Projects** will be thoughtfully designed and well-crafted to address issues or challenges or expressions, and will be accompanied by a descriptive paper of approximately **1500 words**.

As a DPT student, this research paper or project should have some bearing on your overall focus in the program, whether from a personal perspective, or shaped towards your target audience.

**DRAFT of Paper/Project #2 Due: Monday, March 19**

**PEER REVIEWS Due: Friday, March 22**

**REVISED Paper/Project #2 Due: Friday, April 6**, by midnight (electronic time-stamp).

**Marks: 40%**—Revised Final Paper or Project.

**3. Participation: 20%** for active and constructive online and face-to-face participation on both in-class days, as well as peer reviews for final papers and projects.

**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 to last day of classes. Anything received after the final day of classes will not be graded.*

**Disclaimer**

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