

MS 2A03 / MS 2B03
FOUNDATIONS FOR EFFECTIVE MINISTRY 2
ENCOUNTERING GOD IN MINISTRY:
WORSHIP, DISCIPLESHIP, AND PROCLAMATION



Tuesdays, 1:30–3:20 p.m.
 Fall Semester 2015 and
 Winter Semester 2016
 Location: 121 (Cochrane)

Instructors	Dr. Michael Knowles	Dr. Wendy Porter
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Course Statement

Ministry is about changing lives — changing and being changed through discipleship, worship, and proclamation. This course will combine theory with practice: we will worship together; we will follow Christ together; and we will learn to speak of Him. Students will select from a wide range of assignments that fit personal goals, as the course is designed to be richly diverse in styles of learning and community endeavour.

Course Objectives

KNOWING

- ❖ To explore the theological foundations of individual discipleship, congregational worship, and public proclamation as rooted in, responsive to, and reflective of the identity and nature of God.
- ❖ To assess various forms of individual and corporate spiritual discipline as reflections of spiritual temperament.
- ❖ To introduce basic hermeneutical issues that apply to the process of moving from biblical and social exegesis to proclamation.
- ❖ To examine and evaluate the component elements of preaching and their respective contributions to effective communication.

BEING

- ❖ To reflect on spiritual formation and ministerial identity as they apply to Christian discipleship, worship, and proclamation.
- ❖ To identify and appropriate core models of spirituality that inform Christian discipleship and ministry.
- ❖ To help students discover their own expression of discipleship, worship, and proclamation.
- ❖ To develop and function as a community of learning.

DOING

- ❖ To provide opportunity for students to develop practical skills in various aspects of corporate worship leadership, teaching, and the composition and delivery of sermons.
- ❖ To help students gain experience and confidence in public presentation.
- ❖ To develop skills in comprehensive peer evaluation.

Resources/Reading Materials:

Required Reading

- Harold M. Best. *Unceasing Worship: Biblical Perspectives On Worship And The Arts*. Downers Grove: InterVarsity, 2003.
- Marva J. Dawn. *A Royal "Waste" of Time: The Splendor of Worshiping God and Being Church for the World*. Grand Rapids: Eerdmans, 1999.
- Richard Foster. *Celebration of Discipline: The Path to Spiritual Growth*. San Francisco: Harper & Row, 1978.
- Richard Foster. *Streams of Living Water: The Great Traditions of the Christian Faith*. New York: Harper San Francisco, 1998.
- Thomas G. Long. *The Witness of Preaching*. Second Edition. Louisville: Westminster/ John Knox, 2005.

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, 304 The East Mall, Suite 100, Etobicoke, ON, M9B 6E2

E-mail: books@readon.ca; <http://www.readon.ca> Tel: (416) 620-2934; Fax: (416) 622-2308

Recommended Additional Resources (on reserve where available):

- Karl Barth. *Homiletics*. Tr. Geoffrey W. Bromiley and Donald E. Daniels. Louisville: Westminster John Knox, 1991. MILLS BV 4214 .B313 1991
- Eugene H. Peterson. *A Long Obedience in the Same Direction: Discipleship in an Instant Society*. Downers Grove: InterVarsity, 1980. MILLS BS 1430.4 .P466 2000
- Schmit, Clayton J. *Public Reading of Scripture: A Handbook*. Nashville: Abingdon, 2002.
- White, James F. *Introduction to Christian Worship*. Third edition, revised and expanded. Nashville: Abingdon, 2000. MILLS BV 176.3 .W48 2000
- Paul Scott Wilson. *The Four Pages of the Sermon: A Guide to Biblical Preaching*. Nashville: Abingdon, 1999. MILLS BS 534.5 .W55 1999

CLASS SCHEDULE

Fall Semester 2015

WORSHIP 1

September 15	Learning to Worship / Setting Learning Goals
September 22	The History of Worship <i>Due: "A Local Theology of Worship"</i>
September 29	Worship as a Royal "Waste" of Time <i>Reading: Dawn, A Royal "Waste" of Time</i>
October 6	Worshipping Together I <i>Due: Leading In-Class Worship Segment</i>

October 13	Reading Week
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DISCIPLESHIP 1

October 20	Life Goals, Calling, and Vocation <i>Due: Leading In-Class Worship Reflection Paper</i>
October 27	Spiritual Types; Spiritual Disciplines <i>Reading: Foster, Streams of Living Water</i> <i>Due: Psalms for the Journey</i>
November 3	"Lives of the Saints" Student Presentations
November 10	Virtue, Vice, and the Shape of Christian Identity <i>Due: "Lives of the Saints" Essay</i>

PREACHING 1

November 17	Preaching as Testimony <i>Reading: Long, The Witness of Preaching</i>
November 24	Exegeting Scripture: Texts and Contexts <i>Due: Video Assessments</i>
December 1	Exegeting Culture and Context
December 8	The Structure and Movement of the Sermon <i>Due: Summative Exercise</i>

Winter Semester 2016

WORSHIP 2

January 5	Worship in Solitude <i>Reading: Best, Unceasing Worship</i>
January 12	Public Reading of Scripture: A Lost Art?
January 19	Worship in Community <i>Due: "Worshipping with Strangers"</i>
January 26	Worshipping Together II <i>Due: Leading In-Class Worship Segment</i>

DISCIPLESHIP 2

February 2	Cruciform Spirituality <i>Due: Leading In-Class Worship Reflection Paper</i>
February 9	Spiritual Disciplines <i>Reading: Foster, Celebration of Discipline</i> <i>Due: Discipline and the Spirit</i>
February 16	<i>Reading Week</i>
February 23 March 1	Spiritual Direction as Hospitality Forming a Hospitable Community <i>Due: Discipleship 101</i> <i>Due: Explanatory Essays for March 15</i>

PREACHING 2

March 8	Basic Elements of the Sermon <i>Due: Explanatory Essays for March 22</i>
March 15	Student Sermons 1
March 22	Student Sermons 2
March 29	Retrospective: The Year in Review (Course evaluations)

Assignments

Regular and timely participation in all class sessions is a course requirement, including peer evaluation of sermons presented in class. Students are also expected to complete all assigned readings, making use of these and other critical materials in their written assignments.

Fall Semester

1. *Reflection Paper: A Local Theology of Worship*

Pretend that you are a visitor in your own church. Provide a well-written and thoughtful presentation of this place of worship. Consider the location, architecture, art, community, reception of visitors, texts used, presentation of Scripture and translation used, music, style of worship and pastoral leadership, etc. How do these reveal a specific and localized theology of worship, as seen through the eyes of this visitor? Draw on your observations to see from this visitor's perspective what they see and what they understand about the theology of your church. In particular, what does worship here say about the reality of God, and about who we are as worshippers in relation to God? Then briefly recap in your own words what you understand about the theology of your church from this visitor's perspective.

Length	Due	Grading
750 words	September 22	15%

2. Worshipping Together I

a. Sign up for a small group (numbers to be determined on the basis of class size) to work together to prepare and lead in-class worship on October 6. These worship segments will be approximately 10-15 minutes long (also based on class size), and should include a range of worship elements such as: a call to worship, music, Scripture, prayer, and a benediction. They also must involve each of the small-group-participants in one or more significant leadership roles, as well as involving the rest of the class. The context of our classroom as the worshipping space should be taken into account, and excellent tools should be provided for the rest of the class to facilitate corporate involvement (e.g. a well-prepared printed handout, the use of slides, etc.). Each worship segment should be a coherent whole, demonstrating thoughtful planning and well-prepared in-class leadership. At the end of each segment, the leadership group will offer a self-evaluation. This will be followed by responses from the other members of the class and the class instructors.

Length	Due	Grading
10-15 minutes (TBA)	October 6	see part b.

b. After your presentation, write a thoughtful reflection on what you learned about corporate worship, what you learned about working together with others to plan and lead worship, and how this experience has helped to challenge or shape your own philosophy or understanding of worship.

Length	Due	Grading
500 words	October 13	15%

3. *Psalms for the Journey*

Taking Eugene Peterson’s treatment of the Psalms of Ascent as your model (from his 1980 study, *A Long Obedience in the Same Direction*), compose a reflective meditation on patterns for discipleship indicated by a specific biblical psalm (with the exception, however, of Psalms 120–134, which Peterson discusses). What aspects of Christian experience does your chosen psalm highlight, and what directions for pilgrimage does it suggest?

Length	Due	Grading
1000 words	October 27	20%

4. *Lives of the Saints*

Review three substantive works of Christian biography (print, film, or other media). From these three examples, what do you learn about the nature of Christian discipleship, its challenges and rewards?

a. Class Presentation

Students will present a summary of key insights derived from the biographies under review.

Length	Due	Grading
15 minutes	November 3	see part b.

b. Essay

Length	Due	Grading
1250 words	November 10	20%

5. Video Self-Assessment

Working in teams of three and making use of the Video Lab, each student will speak for ten minutes on the subject, “Welcome to My World.” The content is entirely at your discretion, but you must convey something of personal relevance or interest and include a reference to at least one biblical text or theme. All three students will then review the video for feedback on details of presentation. Include the peer-reviews of your team members and your own honest self-assessment in a one-page summary of what you learned from this process.

Length	Due	Grading
250 words	November 24	10%

6. Summative Exercise

Provide a well-written and thoughtful self-reflection on your identity as a Christian disciple, including your life goals, your ministry goals, and how you have been or are being formed by the pattern of personal spiritual discipline. Integrate your foundational work on developing a personal mission prayer. This assignment should give evidence of insightful and honest evaluation of where you think you were previously, where you believe you are at present, and where you desire to be or where you think that God is leading you (even if you don’t “desire” to be there just yet!).

Length	Due	Grading
1000 words	December 8	20%

Winter Semester

1. Public Reading of Scripture: A Lost Art?

Students will read aloud a Scripture passage of their choice (± 20 verses) for evaluation by other members of the class. On the basis of these presentations, students will select one of their classmates as a contender for the Canadian Bible Society Prize for the Public Reading of Scripture at Convocation 2016.

(Not graded.)

2. ***Worshipping with Strangers***

Attend a worship service in a Christian tradition with which you are *not* familiar (e.g. Coptic, Greek, Russian, or Syrian Orthodox; Lutheran; Nazarene; Pentecostal, Roman Catholic, etc). Commenting on significant aspects of the service and comparing these to models of worship with which you are more familiar, discuss the theology and conduct of Christian worship. In particular, what does worship say about the reality of God, and about who we are as worshippers in relation to God? *Please note that this assignment must not conflict with Ministry Formation responsibilities.*

Length	Due	Grading
1500 words	January 19	20%

3. ***Worshipping Together II***

a. This assignment builds on the similar presentation of the first semester. The same basic requirements are inherent in the assignment, but there should be a qualitative development of the level of thoughtful planning, theological insight, substantive leadership, and creative involvement of the rest of the class.

Length	Due	Grading
10-15 minutes (TBA)	January 26	see part b.

b. After your presentation, write a thoughtful reflection on what you learned about corporate worship, what you learned about working together with others to plan and lead worship, and how this experience has helped to further challenge or shape your own philosophy or understanding of worship.

Length	Due	Grading
500 words	February 2	15%

4. ***Discipline and the Spirit***

Focusing on one of the twelve categories of spiritual discipline that Richard Foster discusses in *Celebration of Discipline*, describe the discipline itself, explain the spiritual benefit it may offer (along with possible drawbacks), and propose ways in which this discipline can serve the life of the individual disciple and of the local Christian community. To ensure equitable distribution of topics, a sign-up sheet will be distributed at the commencement of the semester.

<i>Inward Disciplines</i>	<i>Outward Disciplines</i>	<i>Corporate Disciplines</i>
Meditation	Simplicity	Confession
Prayer	Solitude	Worship
Fasting	Submission	Guidance
Study	Service	Celebration

a. Class Presentation

Present a summary of your findings (in a format of your choosing) to other members of the class. Length: 10 minutes.

b. Essay

Length	Due	Grading
1000 words	February 9	15%

5. Discipleship 101

In consultation with your Ministry Formation supervisor, create a four-week course for new converts that guides them through the basics of the Christian life. Provide readings, practical exercises, and learning goals in the form of a) a leader’s guide and b) a handbook for participants, together with a description of why you shaped the course in this manner.

Length	Due	Grading
2000 words	March 1	20%

6. Sermon Preparation

a. Explanatory Essay

Assemble preparatory material for a sermon based on a text of your own choosing. Explain why you chose this text and what you understand it to mean. Of all the possible sermons that could be preached from this text, explain why you intend to preach this message in this manner to this particular congregation (in this case, your fellow students). Do not submit a draft copy of the sermon itself; rather, summarize your main points, indicating how each premise is derived from the text and applies to your audience. Where appropriate, include evidence (in the form of footnotes) indicating use of secondary sources (e.g. commentaries or texts on preaching). The graded essay will be returned one week prior to the scheduled presentation of the sermon. *Essays cannot, under any circumstances, be submitted late.*

Length	Due	Grading
1000 words	2 weeks prior to sermon presentation	15%

b. Sermon Presentation

Sermon Presentation

Preach the full sermon for peer evaluation on a date selected in advance (e.g. March 15 or 22).

Length	Due	Grading
15 minutes	March 15 or 22	15%

Style

All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the *McMaster Divinity College Style Guidelines for Essays and Theses*, which can be accessed at: (https://www.mcmasterdivinity.ca/sites/default/files/documents/mdc_styleguide.pdf). Failure to observe appropriate form will result in grade reductions. See also “CRITERIA FOR GRADING OF WRITTEN ASSIGNMENTS,” below.

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.

Cell Phone/Computer Policy

Students will refrain from conducting cell phone conversations while the class is in session. Should you need to maintain contact with family members and/or your church or ministry, please turn off the ringer so as to avoid disturbing others; upon receipt of an urgent call, you may discretely excuse yourself from the classroom. The same policy applies to computer-generated sound schemes, pagers, or other electronic annunciation systems.

Deadlines and Late Submission Penalty

Assignments are due in class at 1:30 p.m. on the due date, after which they will be considered late and penalized accordingly. The penalty for late submission of assignments is 1% per calendar day (without limit). Assignments are to be submitted to the Avenue to Learn class Dropbox.

Final date for submission of all course assignments is the last day of classes, first semester, December 8, and second semester, March 29. Assignments received after this date will not be accepted for grading or credit.

Disclaimer:

This syllabus is the property of the instructors and is prepared with currently available information. The instructors reserve the right to make revisions as needed.

CRITERIA FOR GRADING OF WRITTEN ASSIGNMENTS

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