

CONTEMPORARY WORSHIP: HOW DEEP AND HOW WIDE?

Intersession Hybrid Intensive Course McMaster Divinity College MS 3XI3 (Specializations: CC / CW / PS)

Instructor: Wendy J. Porter, Ph.D.

Term: Winter (Term 2) = 13 weeks, January to March 2015

Credit Units: 3

Online Segments: 5 weeks online, Jan – Feb + 6 weeks online, Feb – Mar

Face-to-Face Class Days and Time (Note: Your attendance is required.)

Thursday, February 12, 9:00 a.m. – 3:00 p.m.

Friday, February 13, 9:00 a.m. – 12:00 p.m.

Face-to-Face Class Location: McMaster Divinity College **Class Commences:** January 5, 2015

Contact Information:

Dr. Wendy J. Porter

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1280 Main Street West, Hamilton, ON L8S 4K1

Email: porterw@mcmaster.ca Your best form of communicating with me will be through email.

You can expect responses to emails within 24 hours on weekdays. If you have not got a response within this time, please try again. I am slower on weekends.

Office Phone: 905-525-9140, ext. 23509. I will collect these messages Mondays – Wednesdays.

Personal Phone: I will provide a home or personal number to those signed up for the class. You may leave messages at this number between 9:00 a.m. and 9:00 p.m.

Course Description

I invite you to join me in a semester-long community of learners, where we will focus on worship. During this 13-week course, I will invite you to deepen in your relationship with God and your experience of worship, to expand your knowledge about personal and corporate worship, and to broaden your skills in planning and leading corporate worship. Musical skills are *not* a requirement for this course.

In this collaborative venture, I will provide intended learning outcomes and assignments, but you will self-determine what specific area(s) you want to develop. I will provide online learning videos, and you will respond to these through online discussion. I will select certain reading materials for you to read and respond to, but you will choose other reading materials that are specific to your own goals and needs, and your area of specialization. I will provide some initial case studies that invite you to apply your learning and experience to propose creative new solutions to problems; later, you will work with classmates to prepare your own challenging case studies for each other.

You will develop your repertoire of worship-leading skills (musical or otherwise) through self-recorded videos and in-class collaboration. You will formulate a thoughtful philosophy of worship (or an optional philosophy of music and worship) that integrates newly-acquired knowledge, previous experience, and deepening insight. This will have potential to shape – but also be shaped by – your future ministry. You will mutually benefit from peer reviews of specific assignments. You will design thoughtful worship segments on your own, and you will collaborate with a team to create and co-lead a worship segment during our face-to-face in-class

days. We will meet together for 1½ days to engage more deeply in teaching times, group interaction, corporate worship, and practical skills. Throughout this course, you will be invited to track and reflect on your learning and development through a Learning Portfolio. You will select a final paper or creative project that helps you to accomplish your own specialization goals.

We each have something to learn about how we worship God, as well as the ministry of guiding other worshipers, whether we are new to it or have been doing it for many years. I expect that when we actually meet God face-to-face, we will all realize how much we had not yet discovered. Meanwhile, this class is designed to facilitate our ongoing learning, and to challenge each of us to move towards worship that is far deeper and wider than we could have imagined.

People Who Might Be Interested in this Course

You are...

- ... a layperson who is interested in how your church worships together.
- ... a minister who oversees or plans worship.
- ... a pastor who struggles with what your worship teams are doing, or are not doing.
- ... a volunteer who has been involved in worship-planning or leading, and needs new inspiration.
- ... a musician who needs to develop a larger range of skills.
- ... a non-musician who wants to step up in areas where you are gifted or simply see needs.
- ... a member of a small congregation, and you are willing to be involved but nervous about your abilities or lack of experience.
- ... a youth or camp worker, a children's ministry worker, a volunteer at a local mission, a short-term missionary, and you are aware that every skilled or willing person needs to help.
- ... a thoughtful observer of worship in your church and the church at large, and you want to develop greater understanding about it.
- ... an MDC student who needs another course, so why not?

Specializations

Specializations at MDC are made up of a minimum of six approved one-term core courses (18 units) for the MDiv or MTS, and do not need to fall within a single division. Students are encouraged to tailor their specializations to their own needs, in consultation with their advisors. There is a default specialization for the MDiv (Pastoral Studies) and for the MTS (Christian Worldview), if you have not selected one of the others, as well as the opportunity (in consultation with the Dean) to create one's own specialization suited to unique ministry needs.

This particular course fulfills requirements in the following specializations:

CC = Church and Culture. This specialization addresses the interface of the Church and contemporary world, and includes courses in Christianity and culture, missions, development, evangelism, the emerging church, cultural context, preaching, worship, and related approved courses. This specialization is designed for youth pastors, denominational leaders, church planters, cross-cultural ministry, NGO work, and other developmental and culturally sensitive ministries.

CW = Christian Worldview (default specialization for MTS). This specialization includes an unspecified mix of courses in any area or areas of the curriculum that the student believes are required for ministry. This specialization is designed for para-church ministries, lay ministry leadership, and general theological studies for anyone interested in developing advanced theological competence.

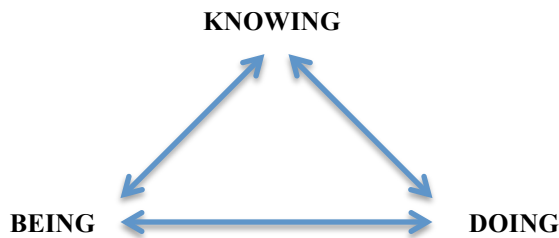
PS = Pastoral Studies (default specialization for MDiv). This specialization includes an unspecified mix of courses in areas of the curriculum that the student believes are required for ministry, including at least one course in preaching. This specialization is designed for senior/associate pastors, lead pastors, and other full-time vocational ministers with primarily leadership responsibilities. This option allows the greatest flexibility in terms of required focus courses, development of personalized studies that suit vocational aims of the student, and optimal use of available courses in regular, weekend, and hybrid format, or summer courses.

SS = Specialized Studies. This specialization allows the student, in consultation with the Academic Dean, to create a specific focus area that is not covered by the others.

Intended Learning Outcomes

Through online learning videos, reading, class discussions, hands-on projects, face-to-face teaching and collaborative learning, group presentations and interactions, and projects or papers, by the end of this course you should fulfill the following intended learning outcomes:

The KNOWING–BEING–DOING paradigm (see also a colourful conflation of circles in the electronic version of this syllabus):



This is the paradigm of learning that guides our approach at MDC. Some assignments and interactions in this particular course may be focused on one of these three components, but many will have potential to connect all three points in this triangle of learning. My hope for you is that your increasing knowledge (KNOWING) and practical application (DOING) will both develop from and ultimately re-shape who you are as a believer and worshiper (BEING).

Intended Learning Outcomes

You will...

1. Identify personal learning goals in the area of worship and worship-leading, engage in ongoing assessment of your goals, and be able to show growth in them.
2. Appreciate more fully how knowing, being, and doing are interwoven in worship.
3. Apply increased depth, knowledge, and expertise in worship-leading, including detailed components such as a Call to Worship, Scripture Reading, and a Benediction.
4. Design creative and well-thought-out services of worship, both individually and collaboratively.
5. Analyze specific worship case studies, identify problems and challenges, and apply your learning to propose insightful and creative solutions.
6. Know how to evaluate and encourage collaborative worship-planning and leading.
7. Speak confidently about your own philosophy of worship that brings together various aspects of knowing, being, and doing.
8. Feel accomplishment in either having researched an area of personal interest, or having designed an artistic or creative project, that fulfills one or more of your learning goals and assists you in your ministry specialization.

COURSE TEXTBOOKS**Required Textbooks for this Course:****KNOWING**

1. Ross, Allen P. *Recalling the Hope of Glory: Biblical Worship from the Garden to the New Creation*. Grand Rapids, MI: Kregel Academic, 2006.

This book is chosen to help you develop knowledge about worship from a biblical perspective.

BEING

2. Packer, J. I. *Knowing God*. Downers Grove, IL: InterVarsity Press, 1973.

This book is chosen as a book to challenge and shape your “being” as a worshiper. This is something of a classic work. Students who have read it previously are encouraged to find an alternate book that prompts deep reflection not only on knowing about God (“knowing”) but also encountering God in such a way that it changes who you are (“being”) and how you respond to him (“doing”). Make this book selection in consultation with the professor.

DOING

3. Cherry, Constance M. *The Worship Architect: A Blueprint for Designing Culturally Relevant and Biblically Faithful Services*. Grand Rapids, MI: Baker Academic, 2010.

This book is chosen as one model of how to approach planning and leading worship.

Self-Selected Texts: 1 Final Textbook + 5 Articles Relevant to Your Specialization:

4. One Book: Choose one other book (in consultation with the professor) as your main textbook for the second half of the semester. This book is to be substantive in nature, and relevant to your specialization or specific goals for the class. Select and obtain this book by Week 3 of the course.

5. Five Articles: Select 5 articles or individual chapters for the remainder of your class reading that supplement your learning in one or more areas of KNOWING, BEING, and DOING, and that bring together the subject of this class and your own area of specialization. Choose items that are 10-15 pages in length. Select and obtain these by Week 3 of the course.

You are encouraged to purchase your textbooks from the Divinity College’s book service, READ On Books, Room 145, McMaster Divinity College. Bernice Quek provides these books at reasonable prices as a service to the Divinity College, and students that enroll in a class but purchase their books elsewhere make reasonable planning difficult. Texts may be purchased on the first day of class and are available for advance purchase at READ On Bookstore, 304 The East Mall, Suite 100, Etobicoke, ON M9B 6E2; phone 416-620-2934; fax 416-234-8840; e-mail books@readon.ca. website: <http://www.readon.ca>

Successful Completion of this Class for Credit requires that each of the assignments be attempted and that you participate fully in both of the Face-to-Face Class Days. Failure to make a valid attempt to complete these requirements may constitute grounds for failure of the course.

WEEKLY THEMES:

Week 1: Monday, January 5 – Sunday, January 11, 2015

I Am Called to Worship

Week 2: Monday, January 12 – Sunday, January 18, 2015

The Church... Called to Worship

Week 3: Monday, January 19 – Sunday, January 25, 2015

Biblical or Cultural Paradigms?

Week 4: Monday, January 26 – Sunday, February 1, 2015

Sacrificial Offerings

Week 5: Monday, February 2 – Sunday, February 8, 2015

Worship with Thanksgiving and Joy

Week 6: Monday, February 9 – Sunday, February 15

= Face-to-Face Class Days: Thursday and Friday, February 12 – 13

Face-to-Face Day 1: Thursday, February 12, 9:00 a.m. – 4:00 p.m.*Opening Worship***1. The Personal Worship Life of the Worship Leader****2. Can We Worship in Sorrow and Lament?**

3. *Assignment C: In-Class Teams – Worship Prep + Leading Worship Segments, Take 1*
Teams – Self-Assessment, Peer Review, Instructor Observations

4. Telling a Story in our Worship**5. Technical Skills (TBA)***Closing Worship***Face-to-Face Day 2: Friday, February 13, 9:00 a.m. – 12:00 p.m.***Opening Worship***1. Worship Music...and Worship without Music**

2. *Assignment C: In-Class Teams – Leading Worship Segments, Take 2*
Teams – Self-Assessment, Peer Review, Instructor Observations

3. Worship Case Study #4 (TBA)**4. On Being a Worship “Guide”***Closing Worship*

[Reading Week: Monday, February 16 – Friday, February 20]

Week 7: Monday, February 23 – Sunday, March 1, 2015

Worship and Prayer

Week 8: Monday, March 2 – Sunday, March 8, 2015

Worship at the Table

Week 9: Monday, March 9 – Sunday, March 15, 2015

Worship and Evangelism

Week 10: Monday, March 16 – Sunday, March 22, 2015

Worship in Diversity, Part 1: One Voice, Many Harmonies

Week 11: Monday, March 23 – Sunday, March 29, 2015

Worship in Diversity, Part 2: One Place, Many Languages

Week 12: Monday, March 30 – Thursday, April 2, 2015

Going Out with Blessing

Code	Description of Graded Assignments	Due	Percentage
A.	Participation. Regular, thoughtful engagement in online discussions, peer reviews, case studies, collaborative work, as well as the face-to-face class interactions. Participation in the face-to-face days is required to complete this class.	See weekly schedule online. Discussion posts by 9:00 a.m. Fridays	10%
V1. V2. V3.	Mini-Videos: V1: Call to Worship, V2: Scripture Reading, and V3: Benediction. 2-3 minute (max) self-video recordings of a 1. Call to Worship, 2. Scripture Reading, and a 3. Benediction. Submit for Peer Review. Submit revised versions later for instructor assessment, and include these in your Learning Portfolio. Note: Musicians may choose to use music as their medium for V1 and V3 . All students are required to do V2 . Further details for each will be posted online as the course progresses.	See weekly schedule online. V1: Due Week of Jan. 12 V2: Due Week of Jan. 19 V3: Due Week of Mar. 9	Peer Review + Instructor Assessment 15%
B.	One Worship Segment with Narrative. Create a thoughtful and creative 10–15-minute worship segment, including slides, and all supporting materials, as well as a narrative that “tells the story” of that segment of worship for that service. Submit a 1-page proposed outline for Peer Review. Submit revised full form for instructor assessment, and include in your Learning Portfolio.	B1: Outline: Due Week of Jan. 26, by Friday noon. B2: Final: Due Week of Feb. 23, by Friday noon.	Peer Review + Instructor Assessment 20%
C.	Team-Designed Worship Segment + Philosophy of (Music and) Worship a. Create one 15-minute worship segment with your assigned team, and team-lead this during the face-to-face class days. b. Draw on this experience and your other learning to formulate your Philosophy of (Music and) Worship. 1000–1500 words. Include this and any reflections in your Learning Portfolio.	a. Lead Worship Segment: Due Feb. 12-13. b. Philosophy of Worship: Due March 2	Peer Review + Instructor Assessment 20%
D.	Final Project or Paper. a. In consultation with the professor, choose a Theme or Topic for a Project or Paper that helps to accomplish your learning goals, and ties in with your specialization (CC, CW, or PS). Submit your finalized theme or topic prior to the Face-to-Face Class Days. b. Submit a Detailed Outline (1-2 pages) of your chosen project or paper. 5%. c. Submit your Final Project or Paper. 30% Papers: 2000–2500 words, not including footnotes, using a minimum of 10 substantive sources. Projects: 1000–word reflection paper to accompany project. Conform all written work to MDC Style Guide.	a. Theme or Topic: Due by Feb. 11. b. Detailed Outline: Due by Fri. Mar. 13, noon. c. Final Project or Paper: Due by Thursday, April 2, at noon.	Total: 35% Detailed Outline: Peer Review = 5%. Final Submission: Instructor Assessment 30%.

Description of Non-Graded Assignments
<p>Self-Assessment Learning Goals.</p> <p>a. Set 3–5 small learning goals that you reasonably hope to accomplish within the parameters of this class. Enter them into your Learning Portfolio. Regularly monitor how you are doing on achieving them. Provide reflection on these in the final form of your Learning Portfolio.</p> <p>b. Determine one larger specific goal for your personal challenge (an item of Knowing, Doing, or Being). Where possible, focus assignments and ask questions of your reading in order to reach this goal. Email your chosen learning goals, and specific goal, to the Instructor. Enter these in your Learning Portfolio to chart and reflect on your learning progress throughout the semester.</p>
<p>Learning Portfolio.</p> <p>This is an excellent opportunity for you to set and track your learning goals, and document your development in your videos, papers and other assignments, as well as personal reflections on these. You will submit a copy of your Learning Portfolio during the semester, and at the end. This will assist you to accomplish your own goals, as well as provide you the option of using this portfolio later, beyond the conclusion of the class.</p>
<p>Case Studies.</p> <p>You will collaborate with other students to come up with proposals or solutions to worship-leading case studies that raise problems or challenges. These should provide valuable skills and insights for your use in ongoing ministry.</p>
<p>Reading.</p> <p>The effectiveness and value of your reading, both the assigned and the self-selected texts, should be seen in the quality of your comments and insights in discussion postings, as well as in written and presented work.</p>
<p>Peer Reviews.</p> <p>Your thoughtful, kind, and constructive input into your fellow students will benefit both them and you, as will their responses to your own work.</p>

A Learning Community

This class is designed to be a learning community, a place where each member of the community can grow through positive affirmation, constructive input and feedback, and active engagement with one another, with Scripture, and with ideas. These will all contribute to the ongoing development and strengthening of our faith and ministries. We come to the community as people in process, open to being challenged, shaped, and re-shaped through our mutual learning experience. As professor, it is my responsibility to empower each class member as a learner by treating each student with respect and dignity. Although I am also a fellow learner in this community, as professor, I will offer information, reflection, experience, assignments, and questions for us to reflect on together. I welcome the responsibility and opportunity to give thoughtful evaluation and feedback to your work, as you offer it to the class and through other written or presented forms, so that your growth through this class can be maximized as a result of our collaboration. I will provide timely opportunities for you to give feedback on the class overall, and, where possible, will try to address concerns. As a responsible member of our learning community, you will be expected to commit yourself to the class throughout the semester that we are together. This means not only that you will endeavor to treat all members of our class with respect and dignity, but that each week you will be prepared to fully engage in and with the class. Your online and physical attendance is required as your presence is necessary for our community (our class) to function at an optimal level.

Assignments are to be handed in on time and in good order. Late assignments will be docked at the rate of 5% for each day late (with each assignment counted as 100%). If you encounter unexpected circumstances that make it impossible to complete an assignment on time, it is your responsibility to contact me to request an extension *before* the due date.

I welcome connections with each of you. Please feel free to make an appointment, either in person or online, if this would aid your learning experience in any way.

Statement on Academic Honesty

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.ca/programs/rules-regulations>.

Gender Inclusive Language

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all of its publications. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected. The NRSV and TNIV are examples of the use of inclusive language for human beings. It is expected that inclusive language will be used in chapel services and all MDC assignments.

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

<http://www.mcmasterdivinity.ca/sites/default/files/documents/MDCStyleGuide.pdf>

Failure to observe appropriate form will result in grade reductions.

Please Note: This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions at any time.