

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) September to December 2015

Credit Units: 3

Online Segments: 4 weeks online, Sept – Oct // 7 weeks online, Oct – Dec

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

Tuesday, October 13, 9:00 a.m. – 3:00 p.m.

Wednesday, October 14, 9:00 a.m. – 12:00 p.m.

Face-to-Face Class Location: McMaster Divinity College

Class Commences: September 14, 2015

Contact Information:

Dr. Wendy J. Porter

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

I try to respond within 24 hours on weekdays. 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

Do you long for deeper **personal** worship of God? Do you long for deeper, more meaningful **corporate** worship in your community? Do the people in your worshipping community share this longing and experience? Do you wish that corporate worship in your community would result in much deeper personal worship for its members, and that more people would come with hearts already prepared to re-engage in Christ-centred worship together? Join me in a semester-long community of learners, where we will focus on these challenges in our worship. During this 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 envisioning, planning, welcoming, and leading others into communal Christ-centred 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 determine what specific areas 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.

This course has **five** main assignments, as well as ongoing participation. 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 that integrates newly-acquired knowledge, previous experience, and deepening insight. This will have potential to shape and 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. You will do a reading response from the perspective of your specialization. Finally, 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.
- ... a MDC student who needs another course, so why not?

MDC Specializations

The three specializations for this course are **Church and Culture (CC)**, **Christian Worldview (CW)**, the default for MTS), and **Pastoral Studies (PS)**, the default for the MDiv). Where possible, you are encouraged to shape assignments in a way that helps you to achieve your specific goals for ministry and personal development within your specialization.

For the **Church and Culture (CC)** specialization, you should shape assignments (including the mini-video assignments, the reading response, and the final assignment) to assist you in your approach to worship in pastoral work with youth, in congregational or denominational leadership, in church planting, in cross-cultural ministry, or in NGO work or other developmental and culturally sensitive ministries.

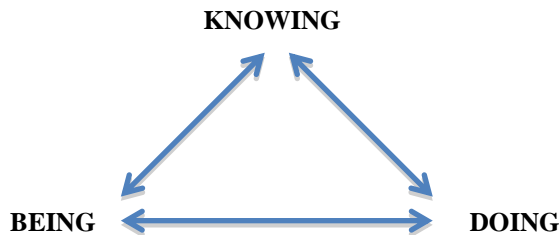
For the **Christian Worldview (CW)** specialization, you should shape assignments (including the mini-video assignments, the reading response, and the final assignment) to assist you in your approach to worship in para-church ministries, in lay ministry leadership, or simply for your own general theological study and development.

For the **Pastoral Studies (PS)** specialization, you should shape assignments (including the mini-video assignments, the reading response, and the final assignment) to assist you in your approach to worship in pastoral leadership or other full-time vocational ministry leadership.

Intended Learning Outcomes of Knowing, Being, and Doing

Our paradigm of learning at MDC is an integration of knowing, being, and doing. Learning anything requires that we take personal responsibility for our own learning, so in order to accomplish the goals and experience the promises of this course, you will need to take responsibility for your own learning and participate fully as an engaged learner. There are **five** main assignments for this course (plus ongoing participation), and through full engagement with them, as well as assigned and self-selected reading, in-class discussions, lectures, presentations, collaborative learning, and papers and projects, you should accomplish most or all the items in the list below.

The KNOWING–BEING–DOING paradigm:



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. Develop your own philosophy of worship that brings together various aspects of knowing, being, and doing.
8. Research an area of personal interest, or design 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, rev. edn, 1993.

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. Porter, Wendy J., ed. *Rediscovering Worship: Past, Present, and Future*. McMaster Divinity College Press. Eugene, OR: Pickwick, 2015.

This book should prompt you to think about the interface between theology, theory, and practice. It provides three views of worship from the Old Testament and three from the New Testament, each followed by a practitioner’s response, as well as a look at how worship in the Christian church has emerged and formed over the centuries.

4. 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.

You are encouraged to purchase your textbooks from the Divinity College’s book service, READ On Books, Room 218, 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, September 14, 2015

God Calls *Me* to Worship

Week 2: Monday, September 21, 2015

God Calls *Us* to Worship

Week 3: Monday, September 28, 2015

Biblical and Cultural Paradigms

Week 4: Monday, October 5, 2015

Sacrificial Offerings

Week 5: Face-to-Face Class Days: Tuesday and Wednesday, October 13–14
(during the new MDC Fall Reading Week)

Face-to-Face Day 1: Tuesday, October 13, 9:00 a.m. – 3:00 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: Wednesday, October 14, 9:00 a.m. – 12:00 p.m.***Opening Worship***1. Worship through Music, 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*

Week 6: Monday, October 19, 2015

Worship with Thanksgiving and Joy

Week 7: Monday, October 26, 2015

Worship and Prayer

Week 8: Monday, November 2, 2015

Worship at the Table

Week 9: Monday, November 9, 2015

Worship and Evangelism

Week 10: Monday, November 16, 2015

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

Week 11: Monday, November 23, 2015

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

Week 12: Monday, November 30, 2015

Going Out with Blessing

Graded Assignments	Due	Percentage
<p>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.</p>	<p>See weekly schedule online. Discussion posts by 9:00 a.m. Fridays</p>	<p>10%</p>
<p>Mini-Videos: 1. Call to Worship, 2. Scripture Reading, and 3. Benediction. 2-3 minute (max) self-video recordings of a 1. Call to Worship, 2. Scripture Reading, and a 3. Benediction. Post on class YouTube site for Peer Review. Incorporate helpful peer reviews, revise, and re-post for instructor assessment. Note: Musicians may choose to use music as their medium for #1 and #3. All students are required to do #2. Further details and grading rubrics for each will be posted on Avenue to Learn.</p>	<p>1: Due Week of Sept. 14 2: Due Week of Sept. 28 3: Due Week of Nov. 30</p>	<p>Peer Review + Instructor Assessment 15%</p>
<p>Worship Segment with Narrative. Create a thoughtful and creative 10–15-minute worship segment, including slides, all supporting materials, and what you would say that would weave it together. Submit a 1-page proposed outline (bullet points) and a 1-page description of your vision for this worship segment (250 words) for Peer Review. Incorporate peer reviews, revise, and submit finalized form for instructor assessment. Include a revised description of your vision for this worship segment. Grading rubrics will be posted on Avenue to Learn.</p>	<p>Outline: Due Week of Sept. 28, by Friday noon. Final: Due Week of Oct. 19, by Friday noon.</p>	<p>Peer Review + Instructor Assessment 20%</p>
<p>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. Integrate at least two aspects of your real experience of the team-led worship in your Philosophy of Worship. (1000–1500 words.) Draw on class work and interactions, course textbooks and other relevant reading (this could be related to your specialization), and experience, to develop this philosophy of worship. Grading rubrics will be posted on Avenue to Learn.</p>	<p>a. Lead Worship Segment: Due Oct. 13-14. b. Philosophy of Worship: Due Nov. 2</p>	<p>Peer Review + Instructor Assessment 20%</p>
<p>Book Response: <i>Rediscovering Worship</i> Read the book, <i>Rediscovering Worship</i>, and provide a thoughtful response to it in terms of how it challenges or shapes your concept and/or experience of worship as it relates to your specialization. Give evidence of having read it all, but feel free to focus your comments on one or two specific areas. Grading</p>	<p>Due: Week of Nov. 16</p>	<p>10%</p>

<p>rubrics will be posted on Avenue to Learn. (1000 words.)</p>		
<p>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 chosen theme or topic prior to the Face-to-Face Class Days.</p> <p>b. Upload a Video Intro on the Class YouTube site that captures your vision for your paper or project and some idea of how it is developing.</p> <p>c. Submit your Final Project or Paper. 30%</p> <p>Papers: 2000–2500 words, not including footnotes, using a minimum of 10 substantive sources. Projects: 1000–word reflection paper to accompany project.</p> <p>Conform all written work to MDC Style Guide http://www.mcmasterdivinity.ca/sites/default/files/documents/mdcstyleguide.pdf</p> <p>Grading rubrics will be posted on Avenue to Learn.</p> <p>Note: If the class agrees, students will be invited to make their projects or papers available to the rest of the class through the Avenue to Learn or class YouTube site.</p>	<p>a. Theme or Topic: Due by Oct. 12.</p> <p>b. Video Intro to Project or Paper: Due by Fri. Nov. 16, noon.</p> <p>c. Final Project or Paper: Due by Thursday, Dec. 3, at noon.</p>	<p>Total: 25%</p> <p>Intro Video + Peer Review = 5%.</p> <p>Final Submission: Instructor Assessment 20%.</p>

<p>Non-Graded Work</p> <p>Self-Assessment Learning Goals. 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, Being, and Doing). 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. 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. You will collaborate with other students to come up with proposals or solutions to</p>
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worship-leading case studies that raise problems or challenges. These should provide valuable skills and insights for your use in ongoing ministry.
Reading. The effectiveness and value of your reading should be seen in the quality of your comments and insights in discussion postings, as well as in written and presented work.
Peer Reviews. Your thoughtful, kind, and constructive input into your fellow students will benefit both them and you, as will their responses to your own work.

Reading.**Peer Reviews.****A Learning Community**

This class is designed to be a learning community, a place where each member of the community can grow through positive encouragement, constructive input, and active engagement with one another, with Scripture, and with ideas. If our learning community is successful, we will each be involved in developing and strengthening our Christian faith and the vitality and effectiveness of our ministries through our mutual experience. We all come to the community as people who are being formed, and as the learning guide for this community, I aim to empower each of you as fellow-learners. I will offer information, reflection, experience, and questions for us to consider. I welcome the responsibility and opportunity to give thoughtful evaluation and feedback to your thinking, both as you offer it to the class and through submitted work, so that your growth through this class can be maximized as a result of our collaboration. As a responsible member of our learning community, I will count on you to commit yourself to the class throughout the semester, to contribute thoughtfully to class interactions, and to treat all members of our class with respect and dignity. It will be essential to our collaboration that you participate fully in each and every class (online and face-to-face) and that you come well prepared.

Assignments should be handed in on time and in good order. If for some substantial reason you will not be able to submit a paper or assignment at the scheduled time, you should contact me immediately and well in advance of the due date, or you will only be eligible for a percentage of the full mark, which, unfortunately, must decrease daily. It is in your best interest to do your very best to get it ready and submitted on time.

I welcome interactions with each of you. If you have concerns or if I can assist you in any way, please feel free to make an appointment during my office hours, contact me to make an appointment for another time, or simply correspond with me through email if that is preferable.

**** 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 ~ <https://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.

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 as required up to and including the first week of class.