

CWP 5512 (online) WORSHIP AND THE COMMUNITY OF GOD

ASHLAND THEOLOGICAL SEMINARY

Fall, 2021, August 31 to December 16, 2021

Remote On Demand

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- I. **Course Description** This course is an introduction to the liturgical life of the Christian faith. Building upon the foundations of the Bible, Christian tradition, and theology, the course provides the necessary information for a robust understanding of Christian corporate worship. In addition, this course examines the ways in which worship plays a fundamental role in forming and sustaining the community of faith. It also presents students the opportunity to acquire and practice the skills that are necessary to plan and lead meaningful corporate worship. (Ministry Cohort Course)

II. Student Learning Outcomes

This course format consistently meets the same quality, assessment, learning outcomes and requirements of the traditional semester course format.

As a result of this course, students will be able to:

1. Demonstrate critical and faithful interpretation and responsible use of Scripture to generate a theology of worship.
2. Establish communal and personal disciplines that nourish Christian spiritual and moral formation.
3. Not assessed in this course
- 4a. Demonstrate critical theological reflection that is biblically faithful, historically grounded, and contextually relevant, and integrated with formational worship.
- 4b. Analyze the strengths and limitations of his/her own liturgical tradition.
5. Not assessed in this course.
6. Demonstrate an emerging ability to design and lead a purposeful worship service.

III. Course Requirements

A. Textbooks and Other Materials, Include ISBN

Cherry, Constance M. *The Worship Architect: A Blueprint for Designing Culturally Relevant and Biblically Faithful Services*. Grand Rapids, MI: Baker Academic, 2010. ISBN-13: 978-0-8010-387-7.

Kimball, Dan. *Emerging Worship: Creating Worship Gatherings for New Generations*. Grand Rapids: Zondervan, 2004. 978-0-3102-5644-1

Labberton, Mark. *The Dangerous Act of Worship: Living God's Call of Justice*. Downers Grove, Ill.: InterVarsity Press, 2007. ISBN: 978-0830834143.

Maynard-Reid, Pedrito. *Diverse Worship: African-American, Caribbean, and Hispanic Perspectives*. Downers Grove, Ill.: IVP Academic, 2009. ISBN: 978-0830815791.

B. Assignments/Assessment of Student Learning

1. **Worship Attendance and Evaluation** - Attend two different worship services, one should be at your home church and one should be at a church from a different denominational tradition.

Write a 4-5 page reflection paper where you

- 1) briefly describe the settings and services (1 half page per service),
- 2) compare the services (How were they similar?)
- 3) contrast the services (How were they different?)
- 4) Briefly describe how you grew, what you learned, and/or how your perspectives were expanded by worshipping in a different worship service.

2. Read the book by Pedrito Maynard-Reid and write a reflection paper in response to your encounter with the book. The paper should be 4-6 pages.

This assignment is not a book review. I do not want a synopsis of the content of the book.

Instead, I want you to share insights that you gained from this book. Discuss how the book altered your thinking, provided you with a fresh understanding, triggered a memory and helped you interpret that memory differently, reinvigorated your sense of calling, and especially contributed to your understanding of worship, spirituality, and/or ministry.

Note: As part of this paper I recommend that you include excerpts from this book and that you interact with those important excerpts.

3. “Dangerous” Act of Worship and 3-4 page report

Recognizing our worship service to be more than the weekend gathering, you are asked to invest two hours in worship service beyond the walls of the church. As Labberton suggests, Jesus is found at the margins—not just in our churches. Intentionally serve Him by loving your neighbor. (Deut. 6:4-5; Mark 12:28-33; Matt. 25:37-45; Hebrews 13:15-16; Romans 12:1-2). Write 3-4 pages about your experience and any personal growth that may have occurred. Integrate brief, but relevant reflections from Labberton.

4. A Final Synthetic and Summative Paper of 10-15 pages on Worship in One’s Home

Church. Each student will write a final paper in which she/he will engage in an in-depth look at the student’s own local worshiping community. This study should draw from the materials introduced in class and observable data from the practices of the local church. The paper will consist of four parts:

- 1) **A description of the local congregation**, including its perceived theology of worship (what does its behavior tell us about its beliefs?). (2 pages).
- 2) **A summary of the place this congregation takes in the overall history of worship praxis** (free worship/liturgical, importance of sacraments, etc.). In other words, trace the lineage of this congregation’s worship and place it in an historical context. (3-5 pages).
- 3) **An analysis, based on the student’s study and observation, of his/her worshiping congregation’s strengths and weaknesses.** While the focus should be on the main weekly worship gathering, the entire life of the church in worship (as in Labberton) may also be discussed. (3-5 pages).
- 4) **A concluding section of steps the church’s worship leadership can take to strengthen areas that are already healthy and to make corrections in areas that are not.** Attention should be given to broader, more —macro issues that need to be resolved over an extended time and not just peripheral or technical items that can be easily addressed. (2-3 pages).

5. On-Line Postings - The instructions for each week of the semester will be in designated folders (i.e. Week 1, Week 2, Week 3). **Please log into Blackboard each Monday to make sure you know what is required for the week.** As a rule, postings on the readings will be due Thursday of each week. I will respond to your posts on Monday or Tuesday the following week and will keep these discussion boards open for further discussion.

C. Calculation of Grade and Connection with Learning Outcomes

<i>Assignments</i>	<i>Student Learning Outcomes</i>	<i>Percent or Points of Final Grade</i>
Weekly online discussions and postings	1, 2, 4, 6	25%
Worship visits	4c	10%
Maynard-Reid reflection paper	4a	20%
Labberton reflection paper	4b	20%
Final Paper	4a, 4b, 6	25%

IV. Course Schedule

<i>Week/Session #</i>	<i>Date(s) (Month and Day)</i>	<i>Lecture/Topic to be covered</i>	<i>Readings/Assignments</i>
1	Aug 30 – Sept 4	Worship, Theology, and Ethics	Cherry (0-33).
2	Sept 7 - 11	Preparation	Cherry (35-52; 273-275);
3	Sept 13 - 18	Invitation	Cherry (53-66)
4	Sept 20 - 25	Revelation, pt. 1 (Word)	Cherry (67-83)
5	Sept 27 – Oct 2	Revelation, pt. 2 (Sacraments)	Cherry (85-121)
6	Oct 4 - 9	Participation, pt. 1 (Prayer)	Cherry (123-149)
7	Oct 11 - 16	Participation, pt. 2 (Music)	Cherry (151-203)
8	Oct 18 - 23	Formation, pt. 1 (Christian Calendar)	Cherry (205-218) Worship Visits and Evaluation Due
9	Oct 25 - 30	Formation, pt. 2 (Proxemics, Liturgy, Community)	Cherry (261-271) Kimball (completed)
10	Nov 1 - 6	Intersection	
11	Nov 8 - 13	Contextualization	Maynard-Reid (completed)
12	Nov 15 - 20	Imagination	Cherry (221-257)
THANKSGIVING BREAK	Nov 22 – 27	No Class	Labberton (completed) Labberton Reflection Due
13	Nov 29 – Dec 4	Integration	Maynard-Reid Reflection Due
14	Dec 6 - 11	Integration	Labberton Reflection Due
15	Dec 13 - 16	No Class assignments. Finish final paper.	Final Paper Due

V. Recommendations for Lifelong Learning

CONFERENCES:

Calvin Institute of Christian Worship <http://worship.calvin.edu/>

National Worship Leaders Conference (regional) <http://nwlconf.com/>

In addition, many music companies, mega-churches, &/or denominations host their own worship/music/arts conferences or seminars. Many are very good. These are readily found through an online search.

PERIODICALS:

Church Musician Today formerly titled *Church Musician* and published by LifeWay Resources, contained interviews with prominent church musicians, reviews of worship albums and resources, and feature articles about worship and church music. 1957-2002.

Creator describes itself as “the bimonthly magazine of balanced music ministries” with articles focused on music as ministry and previewing new choral music for churches. 1995-present.

The Hymn: A Journal of Congregational Song, a quarterly research journal by The Hymn Society, contains articles about hymns and reviews of new books and hymn-based compositions. Regular columns include “Hymns in Periodical Literature,” “Hymn Performance,” and “Hymn Interpretation.” 1949-present.

Image: a Journal of Arts and Religion is a quarterly journal of art and literature which wrestles with religious faith. Issues include poetry, fiction, book reviews, art, and interviews with artists and authors. Tables of contents and selected items from back issues are available online 1995-present.

Reformed Worship, a quarterly journal, contains ideas for planning worship that is geared around the church year including responsive readings, suggestions for songs, and ideas on how to incorporate Christian symbols into worship. The accompanying website provides access to selected feature articles, an index of past issues, and some articles from past issues. A subscription is required to access current issues online. 2003-present.

Worship is a bi-monthly ecumenical journal focused on liturgical renewal published the monks at St. John’s Abbey. An online tables of contents are available for all issues since 1999. 1954-present.

Worship Leader, a bi-monthly magazine, focuses on a different theme related to worship in each issue, includes several regular columns by leaders in the area of worship, and features many reviews of various worship resources. The website offers access to selected feature articles. 1999-present.

In addition many worship leaders have blogs that are worthwhile. Some Facebook Discussion/Resource sharing groups are beneficial as well.

VI. Selected Bibliography or References

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- Best, Harold. *Unceasing Worship: Biblical Perspectives on Worship and the Arts*. Downers Grove: InterVarsity, 2003. ISBN: 978-0-8308-3229-3.
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 - Vol. 2 – Twenty Centuries of Christian Worship;
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 - Vol. 4 – Music and the Arts in Christian Worship;
 - Vol. 5 - The Services of the Christian Year;
 - Vol. 6 – The Sacred Actions of Christian Worship;
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- White, James F. *Documents of Christian Worship: Descriptive and Interpretive Sources*. Louisville: Westminster John Knox, 1992.

For a highly extensive worship studies bibliography to be used as an aid to your paper (not as a source for required reading), go to the Webber Institute for Worship Studies website < www.iwsfla.org > and look under the Resources tab for “Bibliography.”

Another excellent resource is the Calvin Institute for Worship Studies:
<http://worship.calvin.edu/resources/resource-library/>

Seminary Guidelines

A. ATS Academic Integrity Policy

Ashland Theological Seminary expects each student to uphold the Seminary's core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one's own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one's own capabilities to achieve one's fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the *Student Handbook*.

B. ATS Grading Scale

Grade	Quality	Percent	Description
A	4.0	97-100	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	

D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	
F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

C. Attendance

According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

D. Attendance Reporting:

Students are required to participate in a course related activity in the first and third weeks of the course. Students may be administratively withdrawn from the course and/or may lose financial aid benefits if a qualifying activity has not occurred between the student and the course work or faculty within the first three days of the course. Simply logging into a course online via the Learning Management System (LMS) is not considered a qualifying activity.

Student non-participation during the first 8 days of a course may initiate the administrative course withdrawal process. Student non-participation, mid-course, for 14 consecutive days may also initiate the administrative course withdrawal process.

According to policies and procedures set forth by Ashland University's Department for Veterans' Services, AU will grant any service member requiring more than a 30-day leave a release from coursework. Contact the Office of Veterans' Services for more information regarding this process.

E. Accessibility Resources and Accommodations

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to au-sac@ashland.edu. The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

F. Ashland Multiliteracy Center (AUMuLit Center)

The AMuLit Center can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified consultants can advise you online or in person. For more information [click here](#).

- Receive one-on-one feedback from an AMuLit Center graduate consultant on any project that involves communication - essays, speeches, group presentations, lab reports, poster presentations, and much more!
- Our default type of appointment for graduate students is conducted asynchronously via email. In other words, after you make an appointment through our online scheduler (WOnline), you attach a draft to the appointment, then within 48 hours of the scheduled appointment, one of our consultants reviews your paper and emails you feedback. We also offer synchronous (live) appointments via Zoom by request.
- To schedule an asynchronous email appointment, go to www.ashland.mywconline.com (you will need to register for an account the first time you use the scheduler).
- To schedule a synchronous (live) Zoom appointment, please email us at amulitcenter@ashland.edu.

Visit our graduate services webpage for more information -

<https://www.ashland.edu/administration/graduate-online-adult-center-academic-support/resources-students/graduate-writing-consultation>