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**

Aligning with the Degree Learning Outcomes (DLOs for MDiv), the expected Student Learning Outcomes as a result of this course will be:

1. Not assessed in this Course.
2. Not assessed in this Course.
3. Not assessed in this Course.
4.a. Demonstrate critical theological reflection that is biblically faithful, historically grounded, and contextually relevant, and integrated within formational worship.
4.b. Demonstrate critical theological reflection that is biblically faithful, historically grounded, and contextually relevant, and integrated within missional worship.
4.c. 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**


B. 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 (2 weeks) 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.

C. Assignments/Assessment of Student Learning

1. Worship Attendance and Evaluation (15% of final grade)
   A. Attendance at a Christian worship service different from your own (cross-culturally)
   B. Evaluation of Two Different Worship Services.
      - one should be the student’s “home” church
      - one should be the service described in #1 above.
   C. Write a 3-4 page reflection paper where you 1) briefly describe the settings and services (1 paragraph per service), 2) compare the services (how were they similar?), 3) contrast the services (how were they different?), and 4) briefly explain which you liked better and why. A worksheet will be provided for you in class.
   This is due on or before Feb. 9, 2016.

2. Group Work (30% of final grade)
   A. Design and lead 2 worship services. (20%)
      These services will be designed and led by in-class groups.
      Each group will plan and lead two 20 minute worship segments. This is an opportunity for students to explore unfamiliar styles and elements of worship. Your grade for this will be part of your group grade. Additional information will be provided during the first class.
   B. Actively participate in all other group work. (10%)

3. Terms and Concepts Exam (20% of final grade)
   There will be an exam covering the entire course through the semester. The tested material will come from class lectures and readings. It is will made available online by Feb. 2 and is to be submitted online by Apr. 19, 2016.

4. Act of Worship (10% of final grade)
   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 2-3 pages of your experience. This is due Apr. 26, 2016.
5. Final Paper (25%) 

Submit the selected topic for your final paper by mid-term (Mar 1, 2016). (5%) 

The cumulative input from class interaction and outside reading is to be distilled into a minimum 10, but no more than 15-page final paper (not counting front/back matter such as title page, bibliography, appendices, etc.), with a minimum of ten significant bibliographical sources. Aim for one source per page of text. (i.e., Ten pages of text = minimum of ten sources, etc.) An electronic copy of your Word document is to be submitted no later than May 3, 2016. The student is permitted to follow one of the two courses listed below, based on interest. (A grading rubric for final paper will be available in a separate document). Time will be given to discussing and refining your decision in class so that it is neither too broad nor too narrow for a research paper of this length.

Option 1: 
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 peripheral or technical items that can be easily addressed. (2-3 pages).

Option 2: 
A research paper into a specific worship topic. This is a means for the student to explore a particular area of academic interest and become more familiar with the leading voices and issues involved. Although this is not the same kind of local church-focused review as option A above, it should eventually result in describing how it relates to the student’s own particular worship community. Some suggestions for topics include:

Use of the Christian calendar in worship planning; the place of sacraments in worship; historic controversies regarding the sacraments; how we are “formed” in worship; the role of music and/or the arts in worship; the benefits and problems of technology in worship; postmodern worship; Trinitarian worship; how our worship reflects our Christology, Missiology, Pneumatology, Ecclesiology, Eschatology, etc. (select 2-3); worship as adoration and action; present a topic to the instructor for consideration.

The paper should consist of three parts:

1) An introduction to the topic with an indication as to why this is of unique interest to you. If it is to address a particular issue in your local worshiping body, give reasons. (1-2 pages)
2) An exploration into the subject itself, identifying key issues in history, significant writers/thinkers who have addressed the topic, and other relevant findings. (7-10 pages).
3) A critical evaluation of what you have discovered with specific applications you can make to your local congregation. (2-3 pages).

D. Calculation of Grade and Connection of Learning Outcomes

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worship Attendance &amp; Evaluation</td>
<td>4c</td>
<td>15%</td>
</tr>
<tr>
<td>Group Work: Planning &amp; leading worship sequences</td>
<td>4a, 4c, 6</td>
<td>30%</td>
</tr>
<tr>
<td>Terms &amp; Concepts Exam</td>
<td>4a, 4b, 4c</td>
<td>20%</td>
</tr>
<tr>
<td>Act of Worship</td>
<td>4b, 4c</td>
<td>10%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>4a, 4b, 4c</td>
<td>25%</td>
</tr>
</tbody>
</table>

IV. Course Schedule

<table>
<thead>
<tr>
<th>Week/Session #</th>
<th>Date(s)</th>
<th>Lecture/Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 12</td>
<td>Definition</td>
<td>Lester Ruth article: “A Rose By Any Other Name” &amp; Cherry (0-33).</td>
</tr>
<tr>
<td>2</td>
<td>January 19</td>
<td>Preparation</td>
<td>Cherry (35-52; 273-275); Boone (complete book); Rosser essay</td>
</tr>
<tr>
<td>3</td>
<td>January 26</td>
<td>Invitation</td>
<td>Cherry (53-66); Noland (7-112)</td>
</tr>
<tr>
<td>4</td>
<td>February 2</td>
<td>Revelation, pt. 1 (Word)</td>
<td>Cherry (67-83)</td>
</tr>
<tr>
<td>5</td>
<td>February 9</td>
<td>Revelation, pt. 2 (Sacraments)</td>
<td>Cherry (85-121)</td>
</tr>
<tr>
<td>6</td>
<td>February 16</td>
<td>Participation, pt. 1 (Prayer)</td>
<td>Cherry (123-149)</td>
</tr>
<tr>
<td>7</td>
<td>February 23</td>
<td>Participation, pt. 2 (Music)</td>
<td>Cherry (151-203)</td>
</tr>
<tr>
<td>8</td>
<td>March 1</td>
<td>Presentation, cohort</td>
<td>IN CLASS GROUP PRESENTATIONS / DUE: TOPIC FOR FINAL PAPER</td>
</tr>
<tr>
<td>--</td>
<td>March 8</td>
<td>SPRING BREAK</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>9</td>
<td>March 15</td>
<td>Intersection (Special Events)</td>
<td>TBA</td>
</tr>
<tr>
<td>10</td>
<td>March 22</td>
<td>Formation, pt. 1 (Christian Calendar / Lectionary)</td>
<td>Cherry (205-218)</td>
</tr>
<tr>
<td>11</td>
<td>March 29</td>
<td>Formation, pt. 2 (Proxemics, Liturgy, Community)</td>
<td>Cherry (261-271); Noland (113-218)</td>
</tr>
<tr>
<td>12</td>
<td>April 5</td>
<td>Presentation, cohort</td>
<td>IN CLASS GROUP PRESENTATIONS</td>
</tr>
</tbody>
</table>
V. **Recommendations for Lifelong Learning**

1. **SCHOOLS:**

   The Robert E. Webber Institute for Worship Studies (Orange Park, FL) offers a DWS (Doctorate of Worship Studies) in 1-week intensives two times/year (Jan & June).
   
   [http://iws.edu/](http://iws.edu/)

2. **CONFERENCES:**

   Calvin Institute of Christian Worship  
   [http://worship.calvin.edu/](http://worship.calvin.edu/)

   National Worship Leaders Conference (regional)  

   *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.*

3. **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.


   *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. 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. Academic Support Services
If you need assistance with writing projects for your coursework, contact the ATS Academic Support Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic support including writing, critical thinking, documentation, reading skills, study skills, test taking skills, time management. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Academic Support Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu.

C. Students with Disabilities
A student who has a specific physical, psychological or learning disability and requires accommodations is encouraged to inform the instructor during the first days of the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services located in the Center for Academic Support, Library Seventh Floor, (419) 289-5904, ssalvo@ashland.edu prior to receiving accommodations. Ashland University makes every effort to comply with Sections 504 and

D. ATS Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>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.</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
<td>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.</td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td>Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
</tr>
<tr>
<td>B</td>
<td>83-85</td>
<td>Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
<td>Poor performance in comprehension of work submitted, inadequate class contributions.</td>
</tr>
<tr>
<td>D+</td>
<td>71-73</td>
<td>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.</td>
</tr>
<tr>
<td>D</td>
<td>68-70</td>
<td>Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
</tr>
<tr>
<td>D-</td>
<td>65-67</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
<tr>
<td>F</td>
<td>Below 65</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
</tbody>
</table>

VII. Selected Bibliography or References


_____.*. *A Royal "Waste" of Time: The Splendor of Worshiping God and Being*


Tozer, A. W., Gerald B. Smith, Ed, *Whatever Happened to Worship?: A Call


Reference Works


Vol. 1 – The Biblical Foundations of Christian Worship;
Vol. 2 – Twenty Centuries of Christian Worship;
Vol. 3 – The Renewal of Sunday Morning;
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;
Vol. 7 – The Ministries of Christian Worship.


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/