

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	WORSHIP: LITURGY AND LIFE PAST 0546 1S
Date, Time, and Delivery Format	JANUARY 8 – APRIL 1, 2024 MONDAYS 8:15 AM – 11:05 AM SYNCHRONOUS ONLINE
Instructor	MARILYN DRAPER, PhD Telephone/voice mail: (416) 226-6620 Ext. 2185 Email: mdraper@tyndale.ca
Class Information	The classes will be livestreamed every Monday morning 8:15AM – 11:05 AM. Students may participate in live-streamed/in-person office hours as posted below. Before each class starts, I will come on-line at 8:00 AM for 15 minutes of conversation. Feel free to join me! After each class, I will stay online to answer questions. You can also email me to set up time for an individual appointment. Class will be synchronous via Zoom - Link will be posted on class webpage on Moodle with course material.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

This course provides a framework for thinking together about vital and faithful Christian worship by: exploring the biblical and theological foundations of worship; reviewing the ways the church’s praise has been shaped over the centuries; and analyzing today’s worship spectrum. Key elements in the practice and leadership of worship will be explored, including the order of worship, the role of prayer and music, and models of collaborative worship planning.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Articulate a Christian theology of worship rooted in a biblical foundation and grounded in a Christian understanding of the Triune God.
2. Analyze a conflict related to the context of worship, identify some of the reasons for that conflict, and suggest appropriate responses for the setting.
3. Explain the rationale of the historic fourfold order of Christian worship and assess its usefulness to their own ecclesial context.
4. Demonstrate the ability to plan a worship service that is theologically coherent and culturally relevant, using the historic fourfold order of worship.
5. Describe the transformative power of specific worship practices in the formation of missionally oriented and culturally aware Christian disciples within diverse contexts.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Cherry, Constance. *The Worship Architect: A Blueprint for Designing Culturally Relevant and Biblically Faithful Services*. Grand Rapids: Baker Academic, 2010. (ISBN 978-0801038747)

Torrance, James B. *Worship, Community and the Triune God of Grace*. Downers Grove: IVP, 1996. (ISBN 978-0830818952)

Van Opstal, Sandra Maria. *The Next Worship: Glorifying God in a Diverse World*. Downers Grove: InterVarsity, 2016. (ISBN 978-0830841295)

Other Resources will be posted on class webpage under appropriate date.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. INTERACTIVE LIVESTREAM AND/OR BLENDED COURSE REQUIREMENTS

- Livestream attendance for the entire duration of the class at announced times
 - Headphones (preferred), built-in microphone, and web-camera
 - Well-lit and quiet room
 - Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
 - Full name displayed on Zoom and Microsoft Teams for attendance purposes*
 - A commitment to having the camera on to foster community building*
- *exceptions with permission from professor

D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

E. ASSIGNMENTS AND GRADING

1. Livestream Class Participation and Forum Discussions: 10% of final grade.

“Blessed is the student who invests the time necessary to read assigned texts in advance of class, who listens respectfully to the professor and other students in order to engage with questions and comments during class, and who takes time to reflect and interact with the Tyndale community after class!” As you read, make note of questions, thoughts, and observations to better contribute to class discussions.

Basis of Grade: This mark will reflect attendance, in-class engagement (often in small break out groups), and occasional forums for interaction where you will engage with course readings and lectures. In terms of attendance, every absence or lateness will lower your grade and more than 3 unexcused absences are grounds for course failure. See the Academic Calendar for the excused absence policy.

Forums emerge from discussion group questions assigned in class. On five occasions, the student will submit a 150 - 200 word response to interact with a question introduced in class and put on the class webpage. The purpose of the forum is to connect class material to the student’s own experience and encourages the student to offer one question that emerged from reflection course readings or the lecture or small group discussion or to develop a prayer and introduction that might be appropriate in a particular setting. (Forums are marked as Pass/Fail).

This requirement is relevant to all outcomes.

2. Theological Foundations of Worship: 25% of final grade.

Length: 6-8 pages

Due Date: February 5, 2024

Interacting with James Torrance (Intro, Chapters 1-3) and Constance Cherry (Chapters 1-2), discuss the theological foundations of worship. In 5-6 pages, explain what we mean when we say worship is Trinitarian and Christocentric in nature. Considering your theological analysis concerning Trinitarian and Christocentric worship, what are the implications for your congregation (a further 1-2 pages)?

Basis of Grade: All papers will be 12-font, double spaced with 1-inch margins (see below, H. General Guidelines for the Submission of Written Work). For most of the paper (6 pages), focus on describing the Trinitarian foundation of worship. Provide a thesis with clear argumentation. Then discuss implications (1-2 pages) of that understanding for your own congregation. This requirement is relevant to outcome 1.

3. Case Study on Worship Conflict: 25% of final grade.

Length: 6-8 pages

Due Date: March 11, 2024

A case study involving a conflict concerning an aspect of worship will be posted on the class web page. Read through and analyze the conflict. In your analysis, the primary goal is *not* to solve the case study. Rather, **you are to identify the different issues at play** (utilizing texts and class lecture material) and to **anticipate potential consequences**. (The marked and returned case studies will be discussed in class to encourage further learning. Thus, this due date will remain firm).

Basis of Grade: You will be graded on the clarity with which you identify the issues and evaluate the potential consequences within the worship conflict scenario. This requirement is relevant to outcome 2.

4. Final Summative Worship Paper: 40% of final grade.

Length: 12-14 pages

Due Date: April 8, 2024

The final Summative Worship Paper includes two components.

In the first part (approximately 6-8 pages), reflect on what you have learned this term by exploring your deepest convictions about the theology and practice of corporate worship and its implications for discipleship, mission, and cultural connection. You should have a minimum of 12 footnotes in this section, from a minimum of six sources. Interact with Cherry, Torrance, Van Opstal, Foster, Smith, and other relevant authors.

In the second part (approximately 6 pages), create an annotated worship service that is theologically sound and culturally relevant. Use the historic fourfold worship order discussed by Cherry as the backbone of the service you create. Your service should include the celebration of the Lord’s Supper. Using footnotes or annotations, be sure to explain the theological rationale and the practical purpose for each element in the worship service. Make sure that you are clear about what you are doing in the worship service (be as detailed and specific as possible), when you are doing that action, how you are doing the action (e.g. are the people standing, sitting, kneeling, dancing?)

Basis of Grade: Be sure to include both components in your final Summative Worship Paper. Reflect on our readings, classroom discussions, your own understanding of spirituality and worship, and the characteristics of your congregation. This requirement is relevant to outcomes 1,3,4,5.

GRADING RUBRIC

	A	B	C	D
Completeness	Addresses all parts of question; comprehensive response; submitted on time	Addresses all parts of question; somewhat comprehensive; submitted on time	Addresses some parts of question; incomplete in some manner; or marks deducted for lateness	Misunderstands purpose of assignment; incomplete or irrelevant to course material
Clarity and Specificity	Clear and concise; grammatically correct with rare misspellings; provides introduction and logical sequence of thought, moves beyond generalities to specific arguments and illustrations	Clear, but can be more concise or precise; a few grammatical or spelling errors; generally follows a logical sequence from paragraph to paragraph, but may be lacking in detail or specificity	Somewhat clear, but with significant number of errors in spelling and grammar; too general; lacks logical cohesion	Unclear, poor spelling and grammar, makes over-generalized assumptions

Critical engagement with class material (lectures, readings)	Thoughtful; opinions and ideas are substantiated with class material and additional resources; active reflection; helpful questioning; obvious integration with one's ministry context	Thoughtful; opinions and ideas are occasionally substantiated with class material and outside resources; some reflection; some integration with one's ministry context	Less thoughtful; opinions and ideas are sometimes substantiated with class material, but lacks use of outside resources; insufficient reflection; less integration with one's ministry context	Opinions and ideas are not substantiated with class material; no reflection; no integration with one's ministry context
Style and quality of responses	Written in an engaging, scholarly manner, appropriate and accurate style in footnotes and bibliography	Written in an interesting manner, some mistakes or omissions with footnotes and bibliography	Harder to follow writing that is less engaging, many mistakes and/or omissions with footnotes and bibliography	Difficult to read and follow the train of thought, lacking in scholarship, footnotes or bibliography are lacking

Turnitin Text-Matching Software

Tyndale has a subscription to text-matching software called Turnitin. This software is used to ensure the originality of academic writing and to check that all of the sources used have been cited correctly. The instructor for this course will be using this software for the assignments that are submitted through your course resource page at classes.tyndale.ca. When you submit your assignment, you will see a summary of your submission, which includes the file(s) that you submitted as well as a similarity report generated by Turnitin.

Below are some useful resources:

- [Student](#) Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Livestream Participation and Forums	10 %
Critical Book Review	25 %
Case Study/Reflection Paper	25 %
Research Essay	40 %
Total Grade	100 %

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Your work should demonstrate the following characteristics:

1. Your work should demonstrate the following characteristics:
 - An introduction and a straightforward line of argumentation
 - A thesis statement for the research essay
 - Evidence of research without over-reliance on any one source
 - Willingness to examine and be critical of your own views
 - Creativity
2. Unless otherwise indicated, full sentences and paragraphs are assumed in Times New Roman, Font 12 pt, with 1 inch margins. There should be no extra spaces between paragraphs, instead a new paragraph should be indented. The number of pages listed does not include the title page or a bibliography.
3. Footnotes are to be included in the works rather than endnotes. Appropriate use of reference material in Chicago citation style for footnotes and bibliography.

For proper citation style, consult the [tip sheet, "Documenting Chicago Style"](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the Chicago Manual of Style or reference the [tip sheet, "Citing Sources in Theology"](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aau@tyndale.ca) before proceeding.

I. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Week 1 (January 8): Introduction: What is worship? What is liturgy? What assumptions about worship influence our perspectives? We will also work through the course syllabus.

Read: Torrance, Introduction

Week 2 (January 15): Presence of the Triune God in life and worship -- Christ Jesus and the Holy Spirit: the two hands of worship

Read: James Torrance, Chapter 1-2

Constance Cherry, Chapters 1-2

Week 3 (January 22): The Worshipping Community -- Baptism and the Lord's Supper

Read: Torrance, Chapter 3

Week 4 (January 29): Fourfold Pattern of Worship

Read: Cherry, Chapters 3-8

Week 5 (February 5): Sacred Words – Prayer and Music

Read: Cherry, Chapters 9-11

DUE on February 5 (at 11:59 pm): Assignment 2 Theological Foundations of Worship

Week 6 (February 12): Sacred Time – Seasons of Year and Seasons of Life

Read: Cherry, Chapters 12-15

NOTE: Reading Days are during the week of February 19-23. Thus, there will be NO CLASS ON FEBRUARY 19 (Family Day). Enjoy your break!

Week 7 (February 26): Sacred Space – Importance of Place and Context

Read: Smith, Chapter 1 (on course resource page)

Van Opstal, Chapters 1-2

Week 8 (March 4): Worship and Diversity (culture and more) -- the Discomfort of Worship

Read: Van Opstal, Chapters 3-4

Week 9 (March 11): Worship and Formation through Song and Practice

Read: Van Opstal, Chapters 5-6

DUE on March 11 (at 11:59pm): Assignment 3 Case Study on Worship Conflict

Week 10 (March 18): Worship and Discipleship – Tradition and Change

Read: Van Opstal, Chapters 7-8

Week 11 (March 25): Worship's Wider Dimensions – the spirituality of worship, discussion of case study assignment

Read: Richard Foster, *Streams of Living Water*, Chapter 1, on course resource page

Week 12 (April 1) Lived Doxology – eschatological realities of worship, missional witness and the relationship between worship and mission

Read: Draper, "Lived Doxology," on course resource page

DUE on April 8 (one week after class at 11:59 pm): Assignment 4 Summative Worship Paper

V. SELECTED BIBLIOGRAPHY

Selected bibliography will be posted to the class webpage during the course.

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)