



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

TS5108 Theology of Worship

3 credit hours. Prerequisites: None.

👤 On Campus 'A' Live-Stream

May 15-19, 2023

Module S4

Monday to Friday; 9am-noon and 1-4pm (and
Wednesday evening)

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Course Goals

Course Description

This course explores a theological understanding of worship as it relates to Christian practice over the past two millennia. Current worship trends in churches will be evaluated in light of this theological and historical perspective.

Relationship to Horizon's Mission

This course will help students identify a biblical theology of worship. It will also empower ministers with competency for leading and participating in corporate worship that is beneficial to the church. Dialoguing with current trajectories in worship will help students discern how corporate and personal practice can engage with God – Father, Son, and Holy Spirit – as subject and object.

Course Competencies and Learning Outcomes

To demonstrate competency in *Biblical and Theological Literacy & Contextual Awareness*, students will:

1. Articulate a biblical theology of worship.
 - *Assessment*: Class Participation, Major Project
2. Evaluate corporate worship considering biblical teaching and historical practices.
 - *Assessment*: Class Participation, Reflection on Different Church Traditions, Post-Course Reading
3. Assess the work of prominent scholars in worship studies.
 - *Assessment*: Pre-Course Assignment, Class Participation, Post-Course Reading
4. Analyze the theological tensions present in worship.

- *Assessment:* Class Participation, Reflection on Different Church Traditions, Major Project
5. Apply a theology of worship to a practical setting.
- *Assessment:* Pre-Course Assignment, Class Participation, Major Project

Course Work

Course Textbooks

Peterson, David. *Engaging With God: A Biblical Theology of Worship*. Downers Grove, IL: InterVarsity Press, 2002. ISBN: 978-0830826971.

Either one of White or Drury below (choice must be new material for the student):

White, James F. *A Brief History of Christian Worship*. Nashville, TN: Abingdon, 1993. ISBN: 978-0687034147.

or

Drury, Keith. *The Wonder of Worship: Why We Worship The Way We Do*. Marion, IN: Wesleyan Publishing House, 2020. ISBN: 9781632573889.

**While students have the benefit of accessing their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Recommended Resources

Carson, D.A., ed., *Worship By The Book*. Grand Rapids, MI: Zondervan, 2002.

Dawn, Marva J. *Reaching Out Without Dumbing Down: A Theology of Worship for the Turn-of-the-Century Culture*. Grand Rapids, MI: Eerdmans, 1995.

Drury, Keith. *The Wonder of Worship: Why We Worship The Way We Do*. Marion, IN: Wesleyan Publishing House, 2002.

Frame, John M. *Worship In Spirit And Truth*. Phillipsburg, NJ: Presbyterian and Reformed, 1996.

Hill, Andrew E. *Enter His Courts With Praise: Old Testament Worship for the New Testament Church*. Grand Rapids, MI.: Baker, 1993.

Howard, Thomas. *Evangelical Is Not Enough: Worship Of God In Liturgy And Sacrament*. San Francisco, CA: Ignatius Press, 1984.

Keifert, Patrick R. *Welcoming the Stranger: A Public Theology of Worship and Evangelism*. Minneapolis, MN: Fortress Press, 1992.

Long, Thomas G. *Beyond The Worship Wars: Building Vital and Faithful Worship*. Bethesda, MD: The Alban Institute, 2001.

Plantinga, Cornelius J. and Sue A. Rozeboom. *Discerning the Spirits: A Guide to Thinking about Christian Worship Today*. Grand Rapids, MI: W. B. Eerdmans, 2003.

Saliers, Don E. *Worship as Theology: Foretaste of Glory Divine*. Nashville, TN: Abingdon, 1994.

- Smith, James K. A. *Desiring the Kingdom: Worship, Worldview, and Cultural Formation*. Grand Rapids, MI: Baker Academic, 2009.
- Webber, Robert E. *Worship Is A Verb: Eight Principles for Transforming Worship*. Peabody, MA: Hendrickson, 1992.
- _____. *Ancient Future Faith; Rethinking Evangelicalism for a Postmodern World*. Grand Rapids, MI: Baker, 1999.
- Witvleit, John. *Worship Seeking Understanding: Windows Into Christian Practice*. Grand Rapids, MI: Baker Books, 2003.

Course Assignments and Activities

1. Pre-Course Assignment (20%).

Read the Peterson course textbook prior to the class. Write a two-to-three-page response/summary (700 to 1,000 words). This should include your sense of the strengths and weaknesses and how this book might relate to your own worship practice. Please include references to material in the book. A minimum of 10 footnotes and bibliography are expected (see Format Guide for requirements). It should be evident from your response that you have the book in its entirety.

- Related learning outcome: #3, #5.
- **Assignment length:** 2-3 pages (700-1000 words).
- **Due date:** May 15 at 9am.

2. Class Participation (10%).

Students are expected to be fully present and contributing for the entire week of class. Students will also participate in a practicum during the week. This will require some work outside of class on Wednesday late afternoon and evening.

- Related learning outcomes: #1-5.

Post-Course Assignments

3. Reflection on Different Church Traditions (20%).

After the week of class, visit the primary worship service of three different churches and write a 5-page reflection paper summarizing your visits. This *should not* be about what you liked or disliked in the service. Rather, please discuss the service in light of the following theological tensions:

- Approaching God as immanent and/or transcendent
- Corporate worship as participation and/or presentation
- Corporate worship as outreach (seeker focused) and/or as believer focused
- Corporate worship as edification (people focused) and/or as God focused
- The value of newness and/or the value of tradition in corporate worship
- The place of form and/or freedom in corporate worship
- Corporate worship as culturally accessible and/or distinct from culture

Of the three worship services you visit, *one should be liturgical (i.e., Catholic, Orthodox, or Anglican) and one charismatic (i.e., evidencing ecstatic gifts of the Holy Spirit)*. One can be a service at your home church. At least two should be significantly different than the tradition

with which you are most familiar. Please interact with related course material in your reflection papers. Please submit all three responses in one paper with one title page and *include the date, church name, and location of each service*. Make sure this paper is about the specific content of that specific service (e.g., songs/lyrics, prayers, Scripture, sacred actions, etc.).

- Related learning outcomes: #2, #4.
- **Assignment length:** 5 pages.
- **Due date:** June 19.

4. *Post-Course Reading (10%).*

For Drury or White: In a three-page reflection paper, discuss your current home church in light of the historical influences you see in the book you chose. Make sure to include all the components of the book in your paper. References should be pervasive. Please use footnotes. It should be evident from your response that you have the book in its entirety.

Read *300 pages of reading* from the “**Recommended Sources**” list in this syllabus (above). This reading should be new material for you and should be reflected in the Major Project (below). In the bibliography for your major paper, please indicate which pages were read from each source (example below).

Howard, Thomas. *Evangelical Is Not Enough: Worship Of God In Liturgy And Sacrament*. San Francisco, CA: Ignatius Press, 1984. (I read pages 34-74 for a total of 40 pages)

At the end of the bibliography, include a grand total for all pages. This reading should inform your Major Project (below).

- Related learning outcomes: #2, #3.
- **Assignment length:** 3 pages + bibliography in major paper.
- **Due date:** July 10 (with the Major Project below).

5. *Major Project (40%).*

Each student will complete a major project for this course. The project must reflect substantial research appropriate to graduate level work. The project will be comprised of the following two components:

Part 1: A research paper of 8-10 pages (2,800 to 3,500 words) on *one* of the following topics:

- The tension of the understanding of God’s immanence and transcendence in corporate worship
- Revelation and response in corporate worship as related to participation and presentation
- The tension between the horizontal and the vertical in corporate worship as evidenced in human focus (believer/seeker) and a divine focus
- The value of newness and/or the value of tradition in corporate worship
- The place of form and/or freedom in corporate worship
- Corporate worship as culturally accessible and/or distinct from culture

- This section of the project will be primarily a research paper interacting initially with *Scripture*, the *key resource list* and *textbooks* in this syllabus, then with the course bibliography and a broader range of sources.
- The focus of the paper will be the corporate worship context or the weekly worship service of the local church – it will not primarily deal with individual worship practice, outside of how this relates to the corporate.
- Application of the conclusions of the study must be identified – i.e., how will conclusions of the study affect actual worship practice? What might corporate worship look like in light of the study.
- A biblical theology of worship should be clear in the paper.
- Please include a title page followed by a thesis statement and an outline as part of the paper (see Format Guide, page 3), followed by 8-10 pages of text (2,800 to 3,500 words).
- Suggested outline for this section first section of the project:
 - Title page
 - Thesis statement and paper outline – 1 page
 - Definition and theology of worship – 2 pages
 - The first aspect of your chosen tension (e.g., the immanence of God) – 2 pages
 - The second aspect of your chosen tension (e.g., the transcendence of God) – 2 pages
 - The importance of tension between the two aspects – 1 – 2 pages
 - Conclusion and application – 1 – 2 pages

Part 2: Appendix. A practical application of the theoretical component of the project will be included as an appendix. This second part of the project will be substantial and reflect a ministry application of the work done. It is the intention that this could be immediately applied to the student's current ministry context. *Some examples* of how this section could be structured are as follows:

- A series (2 – 3) of sermons on the topic chosen – detailed outlines (2-3 pages each) of these sermons are acceptable
- A series of Sunday school lessons (3-5) on the topic chosen – detailed teaching outlines are acceptable – this could be for adults or children
- An artistic response – i.e., a painting or sculpture in response to the study, a musical composition/recording in response to the project (submission of photographs or audio by email is acceptable), a dramatic play illustrating the tension chosen, a short story responding to the study, etc.
- Other: please confirm with the professor in advance regarding other possibilities for this section of the assignment
- Written appendices are included as part of the project after the paper and before the bibliography.
- Please use footnotes for necessary referencing, not endnotes or parenthetical references.

The project grading will be based on the following:

- Thorough research, beginning with Scripture, the Recommended Sources, the bibliography in this syllabus and other sources.

- Theology of worship clearly identified in the paper
 - Depth of engagement with the chosen topic
 - General quality of work (writing, grammar, format, or other relevant quality characteristics)
 - Quality of the practical application component
- Related learning outcomes: #1, #4, #5.
 - **Assignment length** : 8-10 pages (Part 1) + appendix (Part 2).
 - **Due date:** July 10.

Interactive grading option: Students are invited to consider an interactive grading option for this assignment. This will involve assignment submission and subsequent revision/s until the work has achieved the desired grade level. The student and professor will agree in advance on the desired grade (must be a “B+” or higher). For this option, the first submission of the paper will be emailed to the professor as a MS Word document and due June 15. This first submission will have all formatting and referencing complete. The professor will return the paper within three days with recommendations for revision or editing or other interaction. The second submission of the paper will be due on or before July 21, depending on whether the professor feels subsequent revision may be necessary. This option is ideal for students preparing to write a thesis or other major research project in the future. Students will confirm this option with the professor during the week of class.

Length of papers: Please keep papers to the required length (not longer or shorter) unless other length is approved in advance by the professor. An average word count should be 350 words per page. Please prepare papers according to Horizon Seminary format guidelines and please use 12-point type. Please use footnotes for all assignments.

Estimate of Time Investment (individual time investments may vary)

1. Pre-Module Assignment	10hrs	9AM, May 15	20%
2. Class Participation	35hrs	N/A	10%
3. Reflection on Different Church Traditions	15hrs	June 19	20%
4. Post-Course Reading	30hrs	July 10	10%
5. Major Project	30hrs	July 10	40%
Total =	~120 hrs		100%

Assignments will not be accepted after July 10.

TENTATIVE COURSE OUTLINE AND CONTENT

Monday: Syllabus, course epistemology, introduce biblical worship, theological themes, overview of OT engagement with God, abstract vs. biblical concrete, OT words and examples, OT worship for the NT church

- Tuesday: Overview of NT engagement with God, 20 centuries of worship?
Wednesday: Theological themes, Taize prayer, Kiefert, the arts in worship
Thursday: Evaluating current trends in worship, postmodern/post-Christendom implications for corporate worship, practicum
Friday: Lifestyle worship, Course wrap up

Academic Policies

General Guidelines for the Submission of Written Work

Formatting Papers

- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins).
- Follow the [Horizon Format Guide](#) consistently.
- The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded and will receive a grade reduction.

Failure to follow these guidelines warrants a grade reduction.

Submitting Your Assignments

Assignments should be submitted via [Populi](#). The resource at this link

<https://support.populiweb.com/hc/en-us/articles/223792507-How-to-submit-work-for-assignments> explains how to submit assignments on Populi (the link to the video is also available on the info tab of the Populi course page).

Late Assignments and Extensions

All assignments are due when stated by the professor or, if not specified, within 8 weeks after the first day of class. Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Due dates and extensions for assignments (this is a personal message from the professor)
Simply put, I don't deal with extensions. I hope this explanation below will bring clarity to my approach.

I intend to treat you as if I had hired you and you are one of my staff. I believe this is helpful as "real world" application of seminary work. I have honestly never had a staff member ask for an "extension" in 30 years of church and non-profit leadership work. In the real world, extensions don't really exist. There are good reasons for things getting done late and that has happened almost daily in my work. This is when a staff member tells me that they will not be able to get something done by the expected or requested date or time. They typically tell me the reasons and in most cases, we can work around it. I assume they are the experts in their lives and know when a priority needs to be something other than the seminary work. The problem comes when there is too much work done late and then we need to have a conversation about time management.

*I am taking that approach with this class. In other words, **you** will be the one to decide when an assignment cannot be handed in by the deadline. I will assume there will be good reasons but you need to tell me what the reasons are in advance. Whether an assignment is late is up to you.*

If I feel that the reasons were not good, I might get involved at that point to try to help you as a student do better time management. So, to be clear, I do expect advance communication when something will come late. I also expect you to give me an alternate due date that will work for you. But I will not specifically grant extensions for course work (so please don't ask).

Again, if assignments are late more than a couple of times, I will probably want to have a conversation about time management. This is how I treat people I have hired.

Please let me know if you have any questions about this. (Dale)

Grading

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory
C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-79%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the Seminary [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at

bwilliamson@horizon.edu; Jessie Lysholm, Associate Dean of Students, at jlysholm@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Live-Streaming Etiquette

Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of full engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.

- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography

- Allen, Ronald, and Gordon Borrer. *Worship: Rediscovering The Missing Jewel*. Portland, OR: Multnomah Press, 1982.
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- Beale, G. K. *We Become What We Worship: A Biblical Theology of Idolatry*. Downers Grove, IL: InterVarsity, 2008.
- Bechtel, Carol M., ed. *Touching The Altar: The Old Testament for Christian Worship*. Grand Rapids, MI: Eerdmans, 2008.
- Begbie, Jeremy, ed. *Beholding the Glory: Incarnation Through The Arts*. Grand Rapids, MI: Baker Books, 2000.
- Benedict, Daniel, and Craig Miller. *Contemporary Worship For The 21st Century*. Nashville, TN: Discipleship Resources, 1998.
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- Brueggemann, Walter. *Israel's Praise: Doxology against Idolatry and Ideology*. Philadelphia, PA: Fortress Press, 1988.
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- Carson, D.A., ed. *Worship By The Book*. Grand Rapids, MI: Zondervan, 2002.
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