

WESTERN SEMINARY - SACRAMENTO

Introduction to the Theology and Practice of Worship

DMS 502MA, DBS 502MB: 2 Credit Hours

Dan Kimball, M.A.

Adjunct Professor

dan@vintagefaith.com

Steve Scott, M.A.G.L

Adjunct Professor

stevescott@warehouseministries.org

Andrew Matzke, M.A.

Teaching Assistant

andy@sunriverchurch.com

SYLLABUS – FALL 2010

Aug 30 – Dec 18

COURSE SCHEDULE

Please note that there are two sections of this course: the A section which meets Monday afternoons, and the B section which meets Tuesday evenings. BOTH sections meet together for the weekend session.

A section: Mon 12–4:30pm; Aug 30; Oct 4, 18; Nov 15; *plus 4 hours of class time to be scheduled by individual study groups*

B section: Tues 6–9:55pm; Sep 21; Oct 12; Nov 9, 30; *plus 4 hours of class time to be scheduled by individual study groups*

Both sections: Fri 6-9pm & Sat 9am–4pm; Oct 29 & 30

COURSE DESCRIPTION

DMS 502 – The biblical concept of worship and the appropriate utilization of music in its public forms. Identifies the conditions, qualities, and ingredients that most enhance the integrity and meaningfulness of public worship. 2 hours.

COURSE CONTRIBUTION TO STATED DEGREE OUTCOMES

The objectives of this course are tied directly to the desired outcomes constructed specifically for the degree for which this course is a requirement. Below are the formal degree outcomes which this class supports:

BE A PERSON whose Christ-like character is worthy of being emulated, and whose integrity imparts credibility to his/her ministry.

- reflects biblical balance and skill in life management, appropriately fulfilling the roles and responsibilities mandated by God; (MFM 500; SFS 501, SFS 502; overarching)

BE ABLE TO think biblically and critically so that various truth claims can be effectively evaluated.

- has embraced a biblical world view; (THS 501, THS 502, THS 503, THS 508; overarching)
- able to apply the basic elements of critical analysis and sound reasoning; (MFM 500; overarching)
- sensitive to cultural variations in styles of thinking; (overarching)
- reflects an appropriately humble and charitable spirit in applying biblical criteria for truth. (overarching)

BE A true life-long learner, building upon his/her seminary training.

- committed to pursuing growth and learning in key areas of need; (MFM 500, overarching)
- able to access and manage information (including that available via computer/online resources) so that it is readily available when needed. (overarching)

As a result of taking this course, students will:

- Demonstrate a more thorough grasp of the theological basis and rationale for Christian worship.
- Possess a more thorough knowledge of the history of various worship practices throughout church history.
- Look at some of the current trends in worship and how these trends impact their own congregations and denominations.
- Demonstrate increased knowledge regarding how churches plan and prepare their weekly worship gatherings.

TEXTBOOKS

We are happy to announce that Western Sacramento is now an Amazon Associate. Any purchases (not just books) you make on Amazon using this link will mean that a minimum of 4% of the purchase price comes to Western. Please support your seminary by using this link for all your Amazon purchases.

Click [here](#) to order texts and other products.

Federal law now requires institutions to provide the ISBN numbers and retail prices for all required books. Western Seminary encourages students to visit Amazon in order to obtain these titles at a reduced rate.

Required Texts:

for Dan Kimball assignments:

- Drury, Keith. *The Wonder of Worship: Why We Worship the Way We Do*. Indianapolis, IN: Wesleyan Publishing House, 2004. ISBN: 0898272432. \$19.79
- Kimball, Dan. *Emerging Worship: Creating Worship Gatherings For New Generations*. Grand Rapids: Zondervan Publishing House, 2004. ISBN: 0310256445. \$10.19
- Webber, Robert E. *Worship: Old and New*. Grand Rapids: Zondervan Publishing House, 1994. ISBN: 0310479908. \$13.59

for Steve Scott assignments:

- Crowley, Eileen D. *Liturgical Art for a Media Culture*. Collegeville, Minn: Liturgical Press, 2007. (100pp) **ISBN-10:** 0814629687. \$8.95
- Luz, Manuel. *Imagine That: Discovering Your Unique Role as a Christian Artist*: Moody Press, 2009. (184 pp) ISBN: 0802424503. \$11.69
- Scott, Steve. *Like a House on Fire: Renewal of the Arts in a Post Modern Culture*: Wipf and Stock, 2002. ISBN: 1-59244-114-9. \$18.00 (\$14.40 from the publisher).

Recommended Texts:

- Costen, Melva Wilson. *African American Christian Worship*. Nashville: Abingdon Press, 1993.
- Dawn, Marva J. *Reaching Out Without Dumbing Down: A Theology of Worship for the Turn-of-the-Century Culture*. Grand Rapids: Eerdmans, 1995.
- Engle, Paul (editor) and Baston, Paul (editor). *Exploring the Worship Spectrum: Six Views*. Grand Rapids: Zondervan, 2004.
- Webber, Robert E. *Worship is a Verb: Eight Principles for Transforming Worship*. Peabody, Massachusetts: Hendrickson Publishers, Inc., 1992.
- White, James. *Introduction to Christian Worship*. Nashville: Abingdon Press, 2000.
- Willimon, William. *Word, Water, Wine and Bread: How Worship Has Changed Over The Years*. Valley Forge, PA: Judson Press, 1980.
- Dillenberger, Jane. *Style and Content in Christian Art*. Eugene: Wipf and Stock, 2005.
- Hilary Brand, Adrienne Chaplin *Art and Soul: Signposts for Christians in the Arts*: Intervarsity Press, 2002.
- It Was Good: Making Art to the Glory of God*. Edited by Ned Bustard: Square Halo Books, 2007.

COURSE REQUIREMENTS AND DUE DATES (in approximate order of due dates)

This course consists of the following assignments that are designed to help students achieve the objectives stated above.

- **Background reading, for Steve Scott**

Prior to the first Mon/Tues session: read the intro/preface to the Scott text (it is very brief material for a bit of history and context to my approach)

Also prior to the first Mon/Tues session: please go online and read these

<http://www.urbana.org/ephesians/mission-exists-because-worship-doesnt-ephesians-1-3>

<http://reallifeboston.com/getinvolved/LetTheNationsBeGlad.pdf>

http://www.desiringgod.org/ResourceLibrary/ConferenceMessages/ByDate/1988/2748_Worship_and_World_Missions_A_Pastoral_Strategy/

I'll assign other chapters of the Scott text as background reading as we move through the course.

- **Reflective Reading and Journaling on Scripture, for Steve Scott**

One hour of reflective reading of /journaling on the passages in question PRIOR TO EACH MON/TUES CLASS:

1st Mon/Tues session: Eph 3:14-18 `together with all the saints`

2nd Mon/Tues session: Exodus 31:1-11, Ex 35:30- Ex 36:3 `All whose hearts were willing`

3rd Mon/Tues session: John 4:23 `In spirit and in truth`

- **Book Reports, for Steve Scott**

Luz and Crowley texts: write a 2½ pp. book report for each text, as follows:

A. (Both are `lighter` but informative/relevant texts.)

B. I would like an opening paragraph on who the author is/background education (etc), and anything else (within reason. Limit 1 paragraph pertinent to their

credibility as an authority in this field. Footnote your sources (note the plural: exclusive reliance on Wikipedia will lose points)

C. Remainder of report length:

- 1) What do you feel are `the main points` the author is trying to make? Do you agree/disagree?
- 2) One example of how you intend to apply your learning to your own situation.

The Lutz book report is due in class, at the beginning of the 3rd Mon/Tues class session. The Crowley book report is due in class, at the beginning of the 4th Mon/Tues class session.

- **Book Reports, for Dan Kimball**

Select 2 of 3 assigned reading books from Dan Kimball and submit a 2-page book report as you finish each book. The 2-page report should include a one-page summary of what the book was about overall. Then write an additional page on what you agreed with, what you disagreed with and what you learned that you did not realize before reading the book.

One of the book reports is due and to be turned in to the Teaching Assistant's email server by the beginning of the Friday class session (indicated above). The remaining is due and to be turned in to the Teaching Assistant's email server by 5pm of the last day of the term (indicated above). Any written work for Dan Kimball brought to class is not considered turned in.

- **Worship Gathering Visits, for Dan Kimball**

*Visit two worship services and write a two-page report on each one. You will visit two Christian worship services (one can be a report on your own church). Each should be distinctly different from the others. One could be more "traditional", one could be more "contemporary", one could be more "emerging", one could be "Greek Orthodox" etc. The choice is yours as to which two worship gatherings you go to. If visiting other churches becomes difficult - because you are on staff at a church where you are required to be present every Sunday - you can try to go to a Sunday night, or Saturday night gathering which shouldn't be too hard to find. **When the class meets (Friday, Saturday sessions indicated above) we will have some sharing on these reports from students.** You will write two-page reports for each experience.*

One of the worship gathering reports is due and is to be turned in to the Teaching Assistant's email server by the beginning of the Friday class session. The remainder is due and to be turned in to the Teaching Assistant's email server by 5pm of the final day of the term. Do not attempt to turn Dan Kimball assignments in at class—they will not be accepted.

Answer the following questions:

1. What type of service is it (Denominational? Liturgical? Traditional? Contemporary? etc.)
2. Write out a basic outline of what happened during the worship gathering. Briefly describe:
 - a. What happened at each part of the gathering? What was the order of the service?
 - b. Which elements of the gathering had Scriptural origins for what they did *and* which were elements that were developed by the church throughout church history? If you can trace them, when did the church (not just the local church, but the historical church throughout history) begin to do what they did? (for example, approx. when did the church start using PowerPoint for the church to read lyrics, or when did communion begin being served in the manner in which it was served, or when did the church begin using organ music, etc.)
 - c. How did you observe “worship” occurring? Could you sense that the people there were worshipping? How or how not? (Worship is a heart issue, so many people may be worshipping but not expressing it too much, which doesn’t mean they aren’t worshipping.)
 - d. What did you find distracting or would you change in order to make the gathering more successful in terms of effecting worship in the genre that the church worshiped in?
 - e. What did you like or resonate with that you don’t normally do in the worship gathering you are part of at your church?
 - f. Describe the worship meeting place. How was the seating set up, what was the environment like décor-wise? How did the set up of the room influence the worship gathering itself?

- **Study Group Project: Worship Design, for Steve Scott**

We see ourselves as creative people who work well with others to bring glory to God.

The class will generate a working list of Biblical images and metaphors for God and His people (Shepherd, vine, living stones, etc.).

The class will break into small groups and:

A. Reflect together on one chosen image or metaphor

B. Research/gather examples of different media from Church histories that illustrate reflect or comment upon this chosen metaphor. Look for images, poetry, music...?, everything from ancient icons to contemporary photographs, Ancient liturgy to Wesleyan hymnody (and so on). **LINKS & RESOURCES WILL BE OFFERED.** Priorities and values will be suggested i.e a home video gets higher marks than something downloaded from sermoncentral.com

C. Construct a 10+ minute worship experience out of the assembled/combined elements.

Due the last Mon/Tues session of class: Present the above, and listen to/reflect on and engage with critical feedback from rest of class

Due on the last day of the term (see at top of syllabus): Each student to submit one 5 pp. reflection on the entire collaborative working experience. This will be graded as an individual `reflection paper` (not part of an in class or `group` presentation)

Concerning this `reflection paper`

A. One of our goals is to think reflectively and critically about our own feelings and actions during this working experience. Recording/journaling throughout the working process will help your final paper.

B. Consider: What was it like working with others?

C. Consider: How was your understanding of worship changed by this experience (i.e. by working with others, by exploring church media resources, etc.)?

- **Reflection Paper, for Dan Kimball**

Write a 1,500- to 2,000-word reflection paper. You will write a reflection paper in which you explore your own theology and practice of worship.

It is due and to be turned in to be turned in to the Teaching Assistant's email server by 5pm of the last day of the term.

Addressing the following questions:

1. What is your understanding of Christian worship? (Provide scriptural references where appropriate.)
2. Which worship model do you find most appealing?
3. What strengths and weaknesses (i.e. actual or potential benefits and liabilities) do you perceive with this worship model?
4. With the worship model you prefer, how much is based from Scripture and how much is based from the church developing the specific elements?
5. How specifically do you envision yourself being involved in the practice of worship?
6. What did you find most helpful in this course with regard to the theology and practice of worship? What would you suggest I change to make it better?

Other Schedule Information, for Steve Scott

Mon/Tues classes will each begin with reflection/exploration of the following scriptures:

- Week 1: Eph 3:14-18 `together with all the saints`
- Week 2: Exodus 31:1-11, Ex 35:30- Ex 36:3 `All whose hearts were willing` (We`ll overview Ex 31-36 briefly for context in class discussion)
- Week 3 John 4:23 `In spirit and in truth` (John 4:1 on provides the context)

High value will be placed on class involvement/participation.(come prepared)

Week 4: small group presentations acc: by class discussion.

GRADING VALUES AND OUT-OF-CLASS TIME ALOTTED FOR EACH ASSIGNMENT:

Assignment	% grade	homework hrs
Dan Kimball:		
Required Reading /Book Reports:	20%	16 hrs
Two Worship Services/Reports:	10%	7 hrs
Reflection Paper:	20%	7 hrs
Total Dan Kimball:	50%	30 hrs
Steve Scott:		
Background reading, no book reports	--	2 hrs
Class prep: Reflective reading & journaling, Scriptures	10%	3 hrs
Required reading and Book reports	15%	8 hrs
Informed and engaged class participation	10%	0 hrs
Specific small group collaboration/participation	12.5%	12 hrs (excludes 4 hrs of allotted class time)
Individual Reflection paper on small group experience	12.5%	5hrs
Total Steve Scott:	50%	30 hrs

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
99-100%	95-98%	93-94%	91-92%	88-90%	86-87%	84-85%	81-83%	79-80%	77-78%	74-76%	70-73%

STANDARDS FOR WRITTEN WORK (MLA)

To help us identify your work, please use the following naming convention to name your files: **DMS502MN_Lastname_Assignmentname (e.g. PSTD564_Smith_UnceasingWorshipBookReport)**

Papers must be written to a near-thesis standard. That is, minimum format standards must be met, as defined below. English grammar, idiom, and spelling must be up to graduate level. Always include a strong introduction paragraph (declare what you intend to show the reader) and conclusion paragraph. Qualities valued include clarity, succinctness, and precision.

This course employs the MLA (Modern Language Association) style guide. The basic elements are:

- Double-spacing, except for block quotes
- Single space block quotes
- Page numbers appear at the upper right on every text page
- Use footnotes or parenthetical citations.
- Footnotes and parenthetical references follow standard format.

Helpful web sites on MLA style include:

<http://owl.english.purdue.edu/owl/>

<http://www.cws.illinois.edu/workshop/writers/citation/>

[These websites are expanded and pasted into Western Seminary's "How to Write a Research Paper" located at <http://www.westernseminary.edu/papers/Faculty/WGuideNu.doc>]

A good website with footnote/bibliography entries is:

<http://writing.wisc.edu/Handbook/Documentation.html>

For assignments that require the use of non-course texts and include a bibliography, of the resources mentioned in the bibliography for your project/paper, two must be from a physical library. Note the physical location of each book as an addendum to each bibliographical entry.

All work must reflect master's level use of the English language. Plagiarism will result in failure of assignment.

GRADING

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
----	---	----	----	---	----	----	---	----	----	---	----

99- 100%	95- 98%	93- 94%	91- 92%	88- 90%	86- 87%	84- 85%	81- 83%	79- 80%	77- 78%	74- 76%	70- 73%
-------------	------------	------------	------------	------------	------------	------------	------------	------------	------------	------------	------------

CLASS POLICIES

Cover page: To safeguard confidentiality, provide a title page as a cover for all assignments. Include your student mailbox number in the upper right corner of the cover page.

Attendance and Late Assignments: Students are expected to attend all class meetings. Students who miss class are responsible for missed work, and are encouraged to ask another student to audiotape the class or take notes. Unexcused absences and tardiness will impact a student's grade. Students who anticipate an absence should discuss it in advance with the instructor. Students who report an absence in advance will be able to turn in work originally due the missed session, as late as the following week with no loss in grade, after which there will be the loss of one letter grade for that work. Students who do not report an absence in advance can turn in work later than the missed session with a loss of one letter grade for that work.

Students who miss more than three hours of classtime will not pass the course, unless they arrange with the teacher to complete additional assignments.

Incompletes: Faculty members determine their own procedures and due dates for the completion of course assignments. The final deadline for submitting all course work is the last day of the semester as noted in the Academic Calendar and in the Sacramento class schedule. In the case of serious illness, family emergency, or similar extenuating circumstances, the instructor may, **if it is initiated by the student**, grant an extension. A 1-3 week extension is typical in all except the most extreme cases, and in all cases the standard decrease of a full letter grade for late work applies. Extensions desired by the student beyond 3 weeks, with prof support, must be approved by the Sacramento Academic Coordinator, with 5 weeks after the end of the course being the longest possible extension for work being due to the prof; for this semester that date is **Friday, 1/21/11**. (This allows a 6th week for the grading of work and a grade change request to be filed.) A temporary notation of "I" (incomplete) is assigned until a final grade can be determined. Under no circumstances may the six-week period (allots 1 week to the prof for grading and grade change petition) be extended except by petition and approval of the Administrative Committee in Portland.

The Availability of Disability Services at Western Seminary: Western Seminary is committed to responding to the needs of students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Western students are assisted individually as their needs dictate. It is the responsibility of students with disabilities to identify themselves and the nature of the disability. Any student who has a disability should contact the seminary's Disability (Section 504) Coordinator, Ken Epp, at 503-517-1815/1-877-517-1800, ext. 1815. His office is at the Portland campus. Students at the northern California campuses may contact Carrie Priest (Student Services

Coordinator – San José) or PJ Oswald (Director of Student Development – Sacramento), or they may contact Dr. Epp directly. Appropriate forms will be provided and must be submitted to the Disability Coordinator’s office.

LIBRARY AND INTERNET RESEARCH – SACRAMENTO

All class assignments with a research element require library research annotated as such in the bibliography. A minimum of two resources must be from a physical library. Note the physical location of each resource as an addendum to each bibliographical entry.

For complete library information including: hours of operation, interlibrary loan, local library resources, etc., please:

- Visit www.westernseminary.edu/sacramento
- Click the link “Library Services” in the right navigation pane.

Reserve Collection

The library carries all required readings for this course.

Print Resources

Use the Western-Arcade Library catalog to find books and other materials. To search the library collection:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Search the Library Collection Online”.

Periodical & Research Databases

As you complete your assignments for this course, don’t forget about the resources in the Western research databases. Remember to evaluate and cite your information too. To access the Western research databases:

To access the EBSCOhost research databases (Ministry and Counseling)

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Research Databases”.
- Click the link “Visit the EBSCOhost Research Databases”.
- Log in. [**User ID:** westsem / **Password:** seminary]
- Click the link “EBSCOhost Web”.
- Click the database(s) you wish to use. Start with *ATLA Religion Database with ATLASerials*.

To access the Gale research databases (General Interest)

- Visit <http://www.westernseminary.edu/Library/SAC>
- Click the link “Research Databases”.
- Click the link “Visit the Gale Research Databases”.
- Log in. [**Password:** westsemgale]

To access the NetLibrary Collection (e-books)

- Visit <http://www.westernseminary.edu/Library/SAC>
- Click the link “Research Databases”.
- Click the link “Visit the NetLibrary Collection”. Please note: This database is accessible from the library public workstations only. Create a personal account from the library public workstations and login anywhere.

Remember to cite your information, consider the following MLA composers:
<http://www.noodletools.com> and <http://www.citationmachine.net>

Western-Arcade Library offers the ministry related software *BibleWorks* for student use.

Course Packs (if applicable)

To access the course pack(s) for this course:

1. Go to the library homepage: <http://www.westernseminary.edu/Library/SAC>
2. Click the link ‘Course Packs’.

Reference and Research Contact Information

(916) 488-3720, ext. 7 / saclibrarian@westernseminary.edu