Course Syllabus
Reformed Worship
Knox College
Toronto School of Theology
Winter 2022

Instructor Information

Instructor:	Sarah Travis
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Course Identification

Course Number:	KNP1101 HS
Course Format:	*In-class*
Course Name:	Reformed Worship
Course Location:	Knox College
Class Times:	Tuesdays 11-1pm
Prerequisites:	none

Course Description

This course explores the nature of Christian worship from a Reformed perspective. What are the foundations of Reformed Worship? What is distinctive about the theological and practical realities of Reformed Worship? By engaging with historical and contemporary sources, students will discover the basics of worship leadership in Presbyterian pastoral settings.

Course Resources

Required Course Texts/Bibliography

- Cherry, Constance M. The Worship Architect: A Blueprint for Designing Culturally Relevant and Biblically Faithful Services. Grand Rapids: Baker Academic, 2010. Available at amazon.ca, and as an ebook.

- Rice, Howard L., and James C. Huffstutler. *Reformed Worship*. 1st ed. Louisville: Geneva Press, 2001.
- Book of Liturgy/Worship. As a worship leader, you will find it useful, if not essential, to have a Worship Book to assist you with a variety of liturgies - baptism, communion, funerals, weddings, etc. There are many of these books available, and some which are particularly appropriate for leading worship in a reformed setting.

The Presbyterian Church in Canada has "The Book of Common Worship." The Presbyterian Church USA has the "Book of Common Worship." The Church of Scotland has a "Common Order."

Before week 5 of this course, take a look at these 3 options. You will likely find these books on a minister's bookshelf. They are also available in Caven Library. See the online versions of the PCUSA Book of Common Worship http://bookoforder.info/Book-of-Common-Worship.pdf.

You can order the PCC Book from the PCC Resource Centre (resources@presbyterian.ca). Or go to amazon.ca

Decide which you like best and which you might find most useful in the early years of your ministry. Purchase your chosen book and be prepared to discuss them in week 5 of the course.

REQUIRED READING:

Most weeks, there are articles/chapters to be read. These are available on quercus.

Course Website(s)

- Quercus: https://q.utoronto.ca/

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at https://q.utoronto.ca/ and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: https://community.canvaslms.com/docs/DOC-10701 . Students who have trouble accessing Quercus should ask [insert college contact] for further help.]

Course Learning Objectives/Outcomes

In successfully completing this course, a student should be able to:

1. Gain an introductory knowledge of the foundations, history and distinctive aspects of reformed worship, and be able to identify the core principles of reformed worship.

2. Demonstrate familiarity with the liturgical traditions and practices of the Presbyterian Church in Canada, and design worship services which reflect these traditions and practices.

3. Assess critically the significance of worship space and setting, and demonstrate the incorporation of the liturgical calendar in worship services.

4. Demonstrate an ability to prepare public prayers, evaluate and choose music for

worship, and write or select other liturgical elements.

5. To gain an appreciation for the wide variety of liturgical resources available – in print and online, and demonstrate an ability to evaluate and apply these resources in the design of worship services within the reformed tradition.

6. To begin to establish one's identity as a worship leader in a particular culture and setting through critical reflection upon personal experience and in interaction with familiar and unfamiliar worship settings.

7. Demonstrate an introductory knowledge of the sacraments of baptism and communion, and an understanding of how these sacraments fit practically and theologically into the worship service as a whole.

8. Be able to discuss the role of worship in pastoral care, including weddings, funerals and long-term care facilities.

Evaluation

Requirements

COURSE EVALUATION:

1. Worship Outlines 35%

2. Participation in Online Discussion and Worship 15%

3. Book Review 25%

4. Reflection on New Liturgical Experience: 25%

ASSIGNMENTS: DETAILS AND DUE DATES

1. **Worship Outlines: Advent I, Pentecost, Good Friday**

Purpose: To practice constructing services of worship using available resources.

Instructions: Using the lectionary, develop complete orders of worship for the

1st Sunday of Advent 2019, Pentecost 2020, and Good Friday 2020. You will

build on your learning in this course regarding the general shape of reformed

worship, as well as the priorities of reformed worship.

a) describe the context of the worshiping congregation. You can choose any Presbyterian congregation (real or imagined). Briefly explain the location, demographic and usual style of the congregation's worship.

b) For each of the three services, design an order of worship. Describe each element of the worship service in detail, and provide a rationale for its inclusion. What is the general goal of the service, and how do you feel that this service will accomplish your goal? For example, include your chosen Call to Worship, and explain how this element fits into the service as a whole.

c) Please use a variety of resources (printed and online) in order to help you develop the prayers and elements of worship. Be as creative as you like - but remember that you must justify the inclusion of each element based on the principles of reformed worship.

d) Submit as a Word document, with Bibliography.

Evaluative Criteria: Design of service (do they reflect reformed worship priorities, are they complete); appropriate use of available resources; ability to justify the inclusion of each element; creativity.

Due: April

2. **Participation in Class Discussion and Exercises**.

a) complete all required readings.

b) participate fully in class discussions

c) lead a worship service in class

Evaluative Criteria: For class participation, you will be graded on your depth of insight, level of engagement with others, and the degree to which you reveal familiarity with course materials. For the worship service, each student is asked to prepare and lead a 10-15 minute worship service at the beginning of class. Students will be graded on adherence to principles of Reformed Worship.

3. **Book Review**

Purpose: The purpose of the book review is to engage deeply with a resource that will stretch your learning beyond the materials presented in class. The review also gives you an opportunity to practice thoughtful and critical evaluation of available worship resources.

Instructions:

a) choose one of the following books. If there is a book that is not listed here which particularly interests you, please speak to me (you must have permission to review a book that is not on this list).

Duck, Ruth C. Worship for the Whole People of God: Vital Worship for the 21st Century. Westminster John Knox Press, 2013.

Hawn, C. Michael. Gather into One: Praying and Singing Globally. Eerdmans, 2003.

Plantinga, Cornelius P. and Sue A. Rozeboom. Discerning the Spirits: Understanding and Evaluating Contemporary Worship Practices. Eerdmans, 2003.

Blount, Brian K. and Leonora Tubbs Tisdale. Making Room at the Table: An Invitation to Multicultural Worship. Westminster John Knox Press, 2000.

Witvliet, John. Worship Seeking Understanding: Windows into Christian Practice. Baker Academic, 2003.

b) In 1200-1500 words, double spaced, provide:

- your reason for choosing this book, and why you think it is important for worship leadership today.
- a brief summary of the argument of the book. This should not merely retell the book, but communicate clearly the main arguments.

- a critical, evaluative reflection on the book. In your opinion, what is the value of this book for worship in the Presbyterian Church in Canada? What have you learned from this book that will support you as a worship leader? What are the theological and pastoral implications of this book? In what way does this book reflect/notreflect the principles of reformed worship?

Evaluative Criteria: Depth of engagement with book, ability to clearly identify the implications of this book for pastoral ministry; ability to engage with the book from the perspective of reformed worship; clarity and style of writing.

Due: Feb 28

4. **Reflection on New Liturgical Experience**

Purpose: There is value in discovering worship practices that go beyond our own experience, or our own denominational tradition.

Instructions:

a)Plan to attend a worship service in a Christian tradition/denomination that is

unfamiliar. This visit may be in-person or virtual.

b) prepare a 10 minute presentation about your experience to be shared

in-class on April 4. What was comfortable/uncomfortable? What was familiar/unfamiliar? Was there anything you experienced that you would like to adapt for use in your own worship context? If possible, include the order of worship.

Evaluative Criteria: Depth of reflection, ability to communicate effectively your thoughts

and feelings about the experience, and apply it to your own worship setting.

Due: April 4

Grading System - Basic Degree Students

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good

73-76 (B)   Good
                70-72 (B-)   Acceptable
                0-69 (FZ)   Failure

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. Late work will be subject to a 5% per week penalty. The absolute deadline for the course is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

The authority to grant an extension for the completion of work in a course beyond the original TST or college deadline (whichever is earlier) for that course rests with the student's college Graduate Director, not the instructor of the course. Nevertheless, the instructor's signature is required for course extension requests to be processed. Students will petition their college Graduate Director for extensions, using a standard form provided by TST on its website. See Section 7.11 of the Conjoint Graduate Degree Handbook.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at https://governingcouncil.utoronto.ca/ secretariat/policies/grading-practices-policy-university-assessment-and-january-26-2012, policies found in the TST conjoint program handbooks, or college grading policy.

Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at http://www.studentlife.utoronto.ca/as The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks linked from

http://www.tst.edu/academic/resources-forms/handbooks and the University of Toronto *Code of Behaviour on Academic Matters* https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019. A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges https://www.trinity.utoronto.ca/library_archives/theological_resources/theological_guides/avoiding_plagiarism.html

Other academic offences*.* TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019 .

Back-up copies*.* Please make back-up copies of essays before handing them in.

Obligation to check email*.* At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor*.* The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

Course Schedule

Part A: The Big Picture

Week One: Introduction to Course

Week of January 10

Read:

- Rice and Huffstutler, Introduction and Chapter 1, The Characteristics of Reformed Worship
- Cherry, The Worship Architect, Introduction.

Week Two: Foundations for Worship

Week of January 17

Read:

- Cherry, The Worship Architect, Chapter 1:Establishing the Foundation, Biblical Worship and Chapter 2: Setting the Cornerstone, Worship is Centered in Jesus Christ
- Howard L Rice and James C. Huffstutler. Reformed Worship. Louisville: Geneva Press, 2000. Chapter 2: From New Testament to Reformation

Week Three: Liturgical Structures: Order and Language

Week of January 24

Read:

- Cherry, The Worship Architect. Chapter 3: Four Rooms for Encountering God, Chapter 4: The First Load-Bearing Wall (Gathering), Chapter 5: The Second Load Bearing Wall (the Word).

- Rice, Reformed Worship. Chapter 6, The Service for the Lord's Day

Week Four: Liturgical Structures: Time, Space and Symbol

Week of January 31

Read:

- White, Introduction to Christian Worship, Chapter 2: The Language of Time.
- Stephen Burns. Liturgy: SCM Studyguide. SCM Press, 2006. Chapter 2: Space and Symbol
- Cherry, The Worship Architect. Chapter 12: Encountering God in the Christian Year.

Week Five: Leading Worship in a Reformed Setting

Week of February 7

Read:

http://www.reformedworship.org/article/september-1991/when-you-l

ead-worship-practical-advice-worship-leaders

Be prepared to share the Book of Liturgy that you chose (see page 1)

Week Six: Worship Resources

Week of February 14

Read No readings for this week. Please spend at least an hour exploring the various resources that were introduced in class.

Week of February 21: READING WEEK

Part B: Elements of Worship

Week Seven: Public Prayer

Week of February 28

- Read: Cherry, The Worship Architect. Chapter 9:Encountering God in Prayer.
- Rice, Reformed Worship. Chapter 8: Prayer

Week Eight: Sacraments I - Communion

Week of March 7

Read:

- Cherry, The Worship Architect. Chapter 6: The Third Load- Bearing Wall, The Table of the Lord. Chapter 7: The Third Load-Bearing Wall, The Alternative Response to the Word. Chapter 8: The Fourth Load-Bearing Wall, The Sending.
- http://worship.calvin.edu/resources/resource-library/lord-s-supper-practice-in-the-reformed-and-presbyterian-tradition/

Week Nine: Sacraments II - Baptism

Week of March 14

Read:

- Rice, Reformed Worship. Chapter4: The Sacrament of Baptism.
- Read the Baptism section of the Gift of God Study Guide published by the Presbyterian Church in Canada. http://presbyterian.ca/wp-content/uploads/cm_gifts_of_god_ study_guide.pdf

Week Ten: Music in Worship

Week of March 21

Read:

- Cherry, The Worship Architect. Chapter 10: Encountering God in Music, Singing the Church's Song. Chapter 11: Encountering God in Music, Offering "Sound" Musical Leadership.

- Rice and Huffstutler, Chapter 14, The Style of Worship.
- Martin Tel, "Music: The Universal Language," in Blount,Brian K. and Leonora Tubbs Tisdale. Making Room at the Table: An Invitation to Multicultural Worship. Westminster John Knox Press, 2000.

Week Eleven: Worship as Pastoral Care

Week of March 28

Read:

- Cherry, The Worship Architect. Chapter 15: The Hospitable Worship Leader.
- Thomas Long, Accompany them with Singing: The Christian Funeral. Westminster John Knox Press,2009. Chapter 5: The Funeral as Worshipful Drama. Chapter 8: Planning the Funeral - Practical Matters.
- Worship in Long Term Care Settings (Presbyterian Church in Canada). Document will be posted on Quercus

Week Twelve: Reformed, Always Reforming

Week of April 4

Read: No readings.