

Course Syllabus
KNP1101HF– Reformed Worship
Knox College
Toronto School of Theology
Fall 2025

Instructor Information

Instructor: Emily K. Bisset, B.A., M.Div, Th.D (homiletics)
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Course Identification

Course Number: KNP1101HF
Course Format: Online
Course Name: Reformed Worship
Course Location: By Zoom, link to be provided in Quercus.
Class Times: Monday, 11am-1pm
Prerequisites:

Course Description

This course will offer scriptural, historical, and theological foundations to help liturgists understand and then lead worship in a Reformed setting.

This course engages with the theme of Ministry in the post-Christendom and Ecumenism context in the Knox MDiv.

Course Resources

Required Course Texts/Bibliography

Ruth C. Duck, *Worship for the Whole People of God, Second Edition*, (Louisville, KY: Westminster John Knox Press, 2021). *Available on Amazon*

Justo González, *A Brief History of Sunday*, (Grand Rapids, MI: Eerdmans, 2017). *Available on Amazon*

Gordon W. Lathrop, *Holy Things: A Liturgical Theology*, (Minneapolis: Fortress Press, 1993).

- Students may not wish to purchase Lathrop's book. It is available at multiple libraries within TST.

William S. Kervin, *Gathered for Worship: A Sourcebook for Worship Committees, Leaders, and Teams*. Toronto: United Church Publishing House [UCPH], 2010.

- <https://ucrdstore.ca/products/gathered-for-worship-a-sourcebook-for-worship-committees-leaders-and-teams?variant=43833230131363>

Online Liturgical Resources

The Presbyterian Church in Canada

<https://presbyterian.ca/worship/> including, but not limited to, the worship planners, the PCC Book of Common Worship, seasonal resources, occasional prayers.

<https://presbyterian.ca/justice/social-action/> including, but not limited to, indigenous ministry and gender sexuality and inclusion.

The United Church of Canada

<https://united-church.ca/worship>

The Presbyterian Church (USA)

<https://pcusa.org/resource/planning-worship>

<https://pcusa.org/worship-with-us/worship-service-materials>

The Revised Common Lectionary

<https://lectionary.library.vanderbilt.edu/>

Course Website

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 experiencing difficulties accessing Quercus should contact the registrar's office of their college.

Course Schedule (subject to change)

Week 1

Monday, September 8

Course Introduction

Reading: Ruth Duck, *Worship for the Whole People of God*
Chapter 1 Understanding Christian Worship pgs. 1-17

Gordon W. Lathrop, *Holy Things: A Liturgical Theology*
Chapter 1 The Biblical Pattern of Liturgy, pgs. 15-20

Scriptures: Isaiah 6, Luke 24:13-35, Acts 2:42-47

How to write a Collect

Reading: Kervin, *Gathering for Worship*

Chapter 4: Opening Prayers: The Collect

Week 2

Monday, September 15

Liturgies of Origin DUE by 10am

Kervin, *Gathering for Worship*

Chapter 27: Liturgies of Origin

Gathering and Word

Reading: Gordon W. Lathrop, *Holy Things: A Liturgical Theology*

Introduction pgs. 1-20, Chapter 4 Things, pgs. 87-115

Ruth Duck, *Worship for the Whole People of God*

Introduction and Chapter 2 Participatory Worship, pgs. xv-xxii, pgs.19-34

Week 3

Monday, September 21

Opening Collect (student led)

The Ordo

Reading: Gordon W. Lathrop, *Holy Things: A Liturgical Theology*

Chapter 2 Basic Patterns in The Ordo of Christian Worship, pgs. 33-83

Ruth Duck, *Worship for the Whole People of God*

Chapter 4 Planning and Leading Worship, pg. 61-81

Kervin, *Gathering for Worship*

Chapter 2 Kairos Time: The Christian Calendar

Chapter 7 The Whole Story: Uses and Abuses of the Lectionary

Week 4

Monday, September 29

Journal 1 Due

Opening Collect (student led)

The Word: Church Year, Scripture and Preaching

Reading: Ruth Duck, *Worship for the Whole People of God*

Chapter 8, pg. 135-150

Historical Context: Origins and Theology of The Lord's Day

Reading: Justo González, *A Brief History of Sunday*

Chapters 1-5, 7, 9

Week 5

Monday, October 6

Opening Collect (student led)

Historical Context: Medieval, Reformation, and Modern Developments

Reading: Justo González, *A Brief History of Sunday*
Chapters 10-11, 13-14, 17

Diverse Worship

Reading: Ruth Duck, *Worship for the Whole People of God*
Chapter 3 Diverse Worship, pgs. 35-59

Monday, October 13 – Thanksgiving – NO CLASS

Week 6

Monday, October 20

Annotated Order of Service DUE FRIDAY OCTOBER 24

Opening Collect (student led)

Words for Worship: Presiding in Worship and Public Prayer

Reading: Ruth Duck, *Worship for the Whole People of God*
Chapter 7, pgs. 119-134

Kervin, *Gathering for Worship*

Chapter 5 Joyful is the Dark

Chapter 15 Speaking Publicly: Public Prayer and Worship

Monday, October 27 -- Reading Week – NO CLASS

Week 7

Monday November 3

Opening Collect (student led)

Sacraments in Christian Worship: Baptism

Reading: Ruth Duck, *Worship for the Whole People of God*
Chapters 9-10, pgs. 151-192

Kervin, *Gathering for Worship*

Chapter 9 Baptism Beyond Babyhood

Watch: *Presbyterian Church in Canada Baptism Video*

<https://www.youtube.com/watch?v=TiEVkpJrtG4>

Week 8

Monday November 10

Opening Collect (student led)

Sacraments in Christian Worship: Communion

Reading: Ruth Duck, *Worship for the Whole People of God*
Chapter 11, pgs. 193-214

Gordon W. Lathrop, *Holy Things: A Liturgical Theology*
Chapter 1 Sacraments, pgs. 20-27

Kervin, *Gathering for Worship*
Chapter 10 Table Talk: Celebrating Communion

<https://worship.calvin.edu/resources/articles/lords-supper-practice-reformed-and-presbyterian-tradition>

Week 9

Monday, November 17

Journal 2 DUE

Opening Collect (student led)

The Arts of Worship: Space and Colours, Music and Vestments

Reading: Ruth Duck, *Worship for the Whole People of God*
Chapter 5, pgs. 83-104

Kervin, *Gathering for Worship*
Chapter 1 Pitching God's Tent

Week 10

Monday, November 24

Book Review DUE

Opening Collect (student led)

Worship and Pastoral Care: Marriages and Funerals

Reading: Ruth Duck, *Worship for the Whole People of God*
Chapter 12, pgs. 215-241

Kervin, *Gathering for Worship*
Chapter 11 Marriage and Life Partnership
Chapter 12 In Life, in Death, in Life Beyond Death

Week 11

Monday, December 1

Journal 3 DUE

Opening Collect (student led)

Liturgies of Healing, Reconciliation and Apology
Indigenous Peoples
LGBTQ+ Community

Reading: Ruth Duck, *Worship for the Whole People of God*
Chapter 13, pgs. 243-270

Week 12

Monday, December 8

A New Church Still Emerging

Reading: Ruth Duck, *Worship for the Whole People of God*
Chapter 14, pgs. 271-292

Exam Week

December 10-13, 2025

Annotated Order of Service 2 DUE by Friday December 12, 2025

Evaluation

Requirements

The final grade for the course will be based on evaluations in four areas:

- (1) **Participation (20%)** – In addition to participating in the regular activity of the class, including the reading of the required texts, students are expected to submit
 - a. **Write and Offer a Collect Prayer in Class**
Each student will lead the class in a brief original “collect” prayer, once during the semester. As an exercise in the value and discipline of classic liturgical structures, the prayer will employ, strictly, the form of a collect. (This will be taught in class.) You will craft your collect with a particular liturgical, pastoral or topical purpose in mind—e.g., a specific passage of scripture; a particular Sunday in the liturgical year; a specific pastoral situation or concern).
 - b. **My Liturgy of Origin: A Personal Reflection*** (3-4 double spaced pages)
Describe and reflect on your personal “Liturgy of Origin” with a view to critical reflection for the purposes of your own learning and study of worship.
 - i. identify two key areas of personal liturgical formation that have been central for you and describe how these have been formative of your own liturgical leadership (~ 1 page)
 - ii. examine and analyze, in a balanced and self-aware manner, some of your own liturgical preferences that have resulted from such experience—e.g., what personal biases, gifts and weaknesses have resulted from your own liturgical formation (~2 pages)?

- iii. assess what areas of your own worship knowledge or experience are in need of further study, growth and exploration for you to continue to develop and grow as a student of liturgy and worship leader (~1 page)
**Note: this assignment is not intended to be a lengthy autobiography, but a concise identification of two significant areas of personal liturgical formation, followed by self-critical reflection and analysis.*

DUE by 10am September 15

c. **Praying By Heart: Memorization of Key Liturgical Responses and texts**

All worship leaders, in whatever context, benefit from having committed to memory a selection of key texts, common liturgical responses, or frequently used prayers. The content and structure of such archetypal texts provides valuable models for more extemporaneous, improvisational, creative and contextual liturgical expression. A deep knowledge of such forms—the ability to “pray by heart”—enhances and enriches one’s worship planning and appreciation, liturgical leadership and presiding. Students will choose 2 elements of worship (Assurance of Pardon, Invitation to Communion, Words of Institution, Sursum Corda, Sanctus, Benediction) and recite them in a scheduled class.

d. **Three (3) journal entries** (no more than 1 page each) on the following topics:

- i. In our current context, how do you think Sunday is best understood? How would you communicate that to a congregation? (You might want to include some ideas such as sabbath/rest, first/eighth day, joy/celebration) **Due October 6**
- ii. What is the theological role of liturgical vestments in worship and throughout the church year? Why would you choose to wear them or not wear them? **Due November 17**
- iii. How do The Presbyterian Church in Canada’s recent apologies inform the practice of worship in local congregations? (For this question, choose **either** the PCC’s Apology to Indigenous and communities harmed by The Presbyterian Church in Canada’s complicity in colonization and the residential school system (2024), **or** The Presbyterian Church in Canada’s Confession to God and LGBTQI People (2022).) If you are part of a different denomination, please speak to the Instructor. **Due December 1**

(2) **Book Review (20%) – DUE November 24**

Students will choose one book from the list below. Write a review of the book (4-6 pages total) that includes these three components:

1. Provide a summary* of the content and argument of the book (~1-2 pages)

2. Write a critical evaluation.** Provide some reflection on how your understanding and/or leadership of worship might be affected by this reading. What did you learn? What insights stick out to you? How might your understanding and leadership change or be reframed by this reading? Since this paper focuses on only one book, footnotes are not necessary; parenthetical citations of page numbers will suffice. However, please footnote any additional sources used. (~2-3 pages)

3. Offer an assessment of if you would recommend this reading to other worship leaders and why or why not. (~1 page)

The book review should be 4-6 double spaced, typed pages in length.

* Note: the point is not to agree or disagree with the author, it is to learn from the author and enrich your own reflection and praxis!

** Note: to “critically engage” is not to engage in mere negative “criticism”; it is to demonstrate a balanced and considered response and reflection on the substance of the work; it is not merely a statement of personal likes or dislikes.

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

- Blount, Brian K. and Leonora Tubbs Tisdale. *Making Room at the Table: An Invitation to Multicultural Worship*. (Westminster John Knox Press, 2000).
- Byars, Ronald P. *What Language Shall I Borrow? The Bible and Christian Worship*, (Grand Rapids, MI: Eerdmans, 2008).
- Kim, Grace Ji-Sun Kim and Jann Aldredge-Clanton, eds. *Intercultural Worship: Hope for a Changing World*. Judson Press, 2017.
- Lathrop, Gordon W. *Holy Things: A Liturgical Theology*, (Minneapolis: Fortress Press, 1993).
- Long, Kimberly Bracken, *The Worshiping Body: The Art of Leading Worship*, (Louisville, KY: Westminster John Knox Press, 2009).
- Long, Thomas G. *Accompany Them with Singing: The Christian Funeral*. (Louisville, KY: Westminster John Knox, 2009).
- Long, Thomas G. *Beyond the Worship Wars: Building Vital and Faithful Worship*, (Bloomsbury Academic, 2001).
- Rienstra, Debra and Ron, *Worship Words: Discipling Language for Faithful Ministry*. (Baker Academic, 2009).
- Travis, Sarah, *Unsettling Worship: Reforming Liturgy for Right Relations with Indigenous Communities* (Cascade Books, 2023)
- Van Dyk, Leanne, Ed. *A More Profound Alleluia: Theology and Worship in Harmony*. (Grand Rapids, MI: Eerdmans, 2005).

(3) A New Liturgical Experience: A Participant-Observer Exercise (20%) – DUE November 10

Every worship leader (and, arguably, all people of faith) should experience traditions, contexts or styles of Christian worship other than their own. In this exercise, each student will make arrangements to attend a Christian service of worship with which they are unfamiliar—which can mean different things to different people—e.g., a long-time Presbyterian may wish to experience an Anglican liturgy; a new Presbyterian or United Church Member may wish to experience a very different Presbyterian/United Church congregation.

Write a 4-6 page reflection paper on your experience. In your reflections, pay attention to:

- i) the elements of worship (prayers, music, sacraments, sermon, etc.)
- ii) the order of worship
- iii) the transitions between elements (flow of the service)
- iv) the unity of the service (does everything fit together around a theme or not)
- v) the participation by the worshippers in the liturgy

- vi) the aesthetics (liturgical vestments and colours, worship furniture, banners, candles, other symbols)
- vii) the quality of the leadership (dynamic, welcoming, faith-filled, lack-luster, etc.).

(4) **Annotated Reformed Order of Service 1** (15%) – DUE by Friday October 24

Using the resources provided above (or other sources, keeping in mind that you are developing an order of service in the Reformed tradition), create an order of service for an ordinary Sunday. Using the lectionary, choose a specific Sunday (within any liturgical season) that *does not* include the sacraments. You are expected to present a complete order of service, as would be used by the worship leaders (with full text excluding the sermon).

- i) Create a full worship service, explaining why you have placed each worship element in its place (be sure to reference liturgical theology to justify your decisions).
- ii) Your service should be focused around a theme (based on the Biblical texts and season of the church year). Demonstrate how each element is connected to the theme.
- iii) Identify the Liturgical Season, Sunday and Colour (e.g. Advent 1, Blue)
- iv) Identify the Scriptures (you must use at least two).
- v) Choose your music (hymns/songs).
- vi) **Find** the responses/prayers/music using your liturgical resources, denominational hymnbooks, or other sources. **Note: for this assignment you are NOT expected to create or write original liturgy.**
- vii) The order of service must include at least two responsive elements and two unison elements.
- viii) Give credit to all your sources.

(5) **Annotated Reformed Order of Service 2** (25%) – DUE by Friday December 12, 2025

Create an order of service for a Communion Sunday. The order of service may be based on any Sunday when Communion might be appropriate (e.g. 1st Sunday of a liturgical season, holy day (e.g. Easter, Pentecost, Epiphany), World Communion, etc). For this assignment, you are expected to create a complete order of service, as would be used by the worship leaders (with full text excluding the sermon).

- i) Create a full worship service, explaining why you have placed each worship element in its place (be sure to reference liturgical theology and the Reformed Tradition to justify your decisions).
- ii) Your service should be focused around a theme (based on the Biblical texts and season of the church year). Demonstrate how each element is connected to the theme.
- iii) Identify the Liturgical Season, Sunday and Colour (e.g. Advent 1, Blue)
- iv) Identify the Scriptures (you must use at least two).
- v) Choose your music (hymns/songs).
- vi) **Write** the responses and prayers, except for the Eucharistic Prayers. **Note: for this assignment you ARE expected to create or write original liturgy except for the Eucharistic Prayer.**
- vii) **Find** a Eucharistic Prayer (Great Prayer of Thanksgiving) using the resources listed above or other sources, keeping mind that the prayer must reflect Reformed Theology, as well as the liturgical season. Explain why you are using this prayer and its elements.

- ix) The order of service must include at least two responsive elements and two unison elements (in addition to the Eucharistic Prayer).
- x) Give credit to all your sources.

Grading System - Basic Degree Students

1000, 2000 and 3000 level courses use the following numerical grading scale:

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

Grading System - Graduate Degree Students

5000, 6000 and 7000 level courses use the following alpha grading scale:

A+	(90-100)	Profound & creative
A	(85-89)	Outstanding
A-	(80-84)	Excellent
B+	(77-79)	Very Good
B	(73-76)	Good
B-	(70-72)	Satisfactory
FZ	(0-69)	Failure

Please see the appropriate Conjoint Degree handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc.).

Policies

Class attendance. Students are expected to conduct themselves in a manner congruent with the vocation they are seeking to enter and in which they desire to give leadership. To that end, it is a regulation of Knox College that a minimum of approximately 80% attendance at courses (10 of 12 weeks) is required for credit; 100% attendance is expected at seminar courses. Habitual lateness for class will be counted as absence.

Teaching and learning are interactive, not passive, activities. Therefore, students may not “attend” an in-person class through unauthorized audio or video streaming or by watching or listening to a recording; instructors are not obligated to record or permitted to stream their in-person classes. Online classes that include a synchronous video component require the same level of attendance as an in-person course, and students may not “attend” by watching or listening to a recording. Online classes that include an asynchronous component require participation in all the activities for each week or module to meet the attendance requirement. Students requiring accommodations to attend class must present medical and/or Accessibility Services documentation that outlines the type and duration of accommodation(s) required.

Class recording. Much of the learning that goes on in the virtual or in-person classroom is founded upon mutual disclosure that takes place between instructor and student, and between students. Parties outside of this learning community have not committed themselves to this relationship of trust. A student without an approved accommodation who wishes to make an audio recording of an in-person class must secure the agreement of the instructor and all classmates; livestreaming and video recordings are not permitted. Online video-streamed classes may be recorded at the discretion of the instructor. Personal recordings may be used only by the student who made the recording; no recording may be reproduced, posted, or distributed without the written permission of the instructor.

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. Late work will be deducted by 2% per day. 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.

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.

Inclusive Language. Faithfulness to the Gospel in worship demands that we use inclusive language for both God and for human beings. This includes, but is not limited to gender-based language. Leaders of worship ought to reflect the names/nature/character of God in an expansive variety of ways, as is demonstrated in the Scripture itself. Those leading and presiding in public ought to address the congregation in such a way as to ensure that all listeners feel invited and valued. For details on the inclusive language policy of Knox College, please see: https://knox.utoronto.ca/wp-content/uploads/2023/04/Knox-College-Policy_Use-of-Language-Policy-and-Glossary_221003.pdf.

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.

A note about "trigger" warnings: You are preparing for vocations (congregational ministry, spiritual care, psychotherapy, teaching, research, etc.) that by their nature present you with stimulating situations, including domestic violence, child sexual abuse, effects of addiction, and other very traumatic events. Your vocational preparation anticipates that you will meet such situations in the real world, that you will not be warned about the nature of the stimulus, and that you have to protect a person from your own reaction to situations that may "trigger" a response in you. Your faculty advisor, the registrar's staff, and the Ecumenical Chaplains can direct you to resources for you to engage in care for your own self. In your studies you will likely not be warned about the kind of "triggering" event that you may encounter. In this course, if you begin to lose control of your emotions, you may leave with one colleague from the class until you can collect yourself, or you may engage in other practices (journaling, meditation) that allow you to regain control. If you or your colleague are concerned that you cannot

regain control or are unduly distressed, you and your colleague should seek assistance from the Knox Registrar's office. Staff there have access to immediate assistance. In the end, your emotional safety is your own responsibility.

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 their head of college or delegate according to the Graduate program Handbook 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/research/theology/avoiding-plagiarism-in-theological-writing/>

Use of Generative AI, e.g., ChatGPT The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT, Gemini, Claude, Microsoft Copilot and other AI writing or coding assistants, is prohibited. Students may not copy or paraphrase from any generative artificial intelligence applications, including ChatGPT, Gemini, Claude, Microsoft Copilot and other AI writing and coding assistants, for the purpose of completing assignments in this course.

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 assignments 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 me 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 Learning Objectives/Outcomes

Basic Degrees – Knox and TST

<i>This course has the following course-level learning outcomes</i>	
Outcome	Evaluation
1. articulate an introductory knowledge of the biblical, theological, and historical foundations of Christian worship in the Reformed Tradition	Class Participation (Collect, Praying by Heart) Annotated Orders of Service 1 and 2
2. Gain tools for designing, writing, and offering pastorally sensitive, biblically rooted, and theologically sound worship services, including services of Baptism and Communion	Class Participation (Collect, Liturgy of Origin) Annotated Orders of Service 1 and 2 Book Review
3. name, identify, and value the richness and diversity of Christian public worship in comparison and in contrast to your own liturgical experience	Class Participation (Liturgy of Origin) New Liturgical Experience Book Review
4. develop an awareness of the recent apologies of The Presbyterian Church in Canada (and other mainline denominations) to groups harmed by the church and how worship is informed by the work of healing and reconciliation.	Class Participation (Journals) Book Review

<i>A student successfully completing this course has made progress towards the following Knox College degree program learning outcomes:</i>		
MDiv	MTS	MPS
☒ Interprets Scripture and Christian tradition (Reformed), using a variety of methods, sources, and norms, to preach, teach, write, and to provide care and witness. <i>Evaluation:</i> Annotated Orders of Service 1 and 2	☐ Demonstrates knowledge at a basic level in various theological disciplines. <i>Evaluation:</i> <i>Click or tap here to enter text.</i>	☐ Demonstrates knowledge at a basic level in various theological disciplines, in the Reformed or another tradition. [* the student may come from another tradition] <i>Evaluation:</i> <i>Click or tap here to enter text.</i>
☒ Demonstrates skills in creative, faith-centred, adaptive, and innovative leadership for current and emerging communities of faith. <i>Evaluation:</i> Class Participation(journals) New Liturgical Experience Annotated Orders of Service 1 and 2 Book Review	☐ Finds, selects, reads, and appropriately integrates theological information. <i>Evaluation:</i> <i>Click or tap here to enter text.</i>	☐ Demonstrates knowledge and skills in spiritual care and therapy, grounded in appropriate theories, for professional practice and leadership in community and institutional settings. <i>Evaluation:</i> <i>Click or tap here to enter text.</i>

☒ Enhances the vocational and spiritual development, practices, and well-being of self and others. (See Professional and Critical Competencies.) <i>Evaluation:</i> Class Participation (Liturgy of Origin and Journals) Annotated Orders of Service 1 and 2	☐ Engages respectfully and constructively in a theological community of scholarship. <i>Evaluation:</i> Click or tap here to enter text.	☐ Demonstrates an appropriate spiritual and professional identity formation in relation to specialized practice. <i>Evaluation:</i> Click or tap here to enter text.
☒ Analyzes and evaluates social, cultural, and community contexts to enable communities of faith to participate in God's work and justice in a diverse and changing world. <i>Evaluation:</i> Class Participation (journals) New Liturgical Experience Book Review	☐ Writes and speaks in English sufficiently well to engage in theological discourse. <i>Evaluation:</i> Click or tap here to enter text.	☐ Writes and speaks in English sufficiently well to engage in professional practice. <i>Evaluation:</i> Click or tap here to enter text.
TST BASIC "DEGREE LEVEL EXPECTATIONS"	CORRESPONDING COURSE GOALS AND OUTCOMES (see college outcomes above)	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
EXPECTATIONS: In this course students are expected to demonstrate the following:		
1. Depth and Breadth of Knowledge	Course goals 1 and 3	Book Review Class Participation
2. Knowledge of methodologies	Course goal 1	Class Participation Annotated Orders of Service 1 and 2 Book Review
3. Application of Knowledge	Course goals 2,3,4	Class Participation (Journals) Annotated Orders of Service 1 and 2
4. Communication Skills	Course goal 2	Class Participation (Collect, Prayers by Heart) Annotated Orders of Service 1 and 2
5. Awareness of Limits of Knowledge	Course goal 3 and 4	New Liturgical Experience Class Participation (Liturgy of Origin, Journals)
6. Autonomy and Professional Capacity	Course goals 1, 2,3, 4	Annotated Orders of Service 1 and 2 Class Participation