

Course Syllabus

KNP2102HS – Practicum in Worship Leadership

Knox College
Toronto School of Theology
Winter 2018

Instructor Information

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Course Identification

Course Number: KNP2102HS
Course Format: *In-class*
Course Name: Practicum in Worship Leadership
Course Location: Room TBA, Knox College
Class Times: Tuesdays, 2-5 (The final hour is Knox College Community worship)
Prerequisites: an introductory course in Christian Worship

Course Description

Building on introductory worship courses, this course has two primary foci related to worship in the Presbyterian context: 1) to explore worship leadership as a theological practice. 2) to explore the many intersections of worship and music, and develop skills as a worship leader for appropriate and creative use of music in worship settings.

With regard to worship leadership as a theological practice, this course will examine a series of topics related to the development of worship leadership skills, nurturing community through worship, and effective worship practices for the contemporary church. How do we as worship leaders understand the realities facing worshipping communities in the twenty-first century? How do we as worship leaders practice evaluation and discernment in a diverse and dynamic twenty-first century context?

With regard to worship leadership and music, this course studies the history of Christian worship from its earliest manifestations and notes the development of Christian worship through history. There is a strong emphasis on the purpose of Christian music in the experience of spirituality (both in and out of worship services). Students will investigate a variety of music styles and will develop a knowledge base of music for worship settings.

Course Resources

Required Course Texts/Bibliography

Ruth C. Duck. *Worship for the Whole People of God: Vital Worship for the 21st Century*. Louisville: WJKP, 2013.

Charlotte Kroeker (ed.). *Music in Christian Worship: At the Service of the Liturgy*. Minnesota: Liturgical Press, 2005.

Required articles/chapters are listed below in the course outline. These are on reserve in the Caven Library, and most are also available on Blackboard. Another required resource is the Knox College Worship Handbook, which can be found on the course Blackboard site. Blackboard will be used for continuing discussions outside of class, and submitting assignments. You will also find worship schedules, required readings, and other resources.

Course Website(s)

- Blackboard <https://weblogin.utoronto.ca/>

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at <http://portal.utoronto.ca> and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at <http://www.portalinfo.utoronto.ca/content/information-students>. Students who have trouble accessing Blackboard should ask [xxx] for further help.]

Course Learning Objectives/Outcomes

Students successfully completing this course will be able to demonstrate the following learning outcomes.

1. Articulate a dynamic and practical theology of worship based on knowledge of a variety of ancient and contemporary practices of Christian worship. This theology of worship will be demonstrated through preparation and leadership of worship services, as well as post-worship evaluation and reflection.
2. Discuss critically the implications of technology, space, cultural diversity and art for worship today.

3. Demonstrate skills for effective worship planning and leadership, and evaluate the effectiveness of worship in specific contexts, as well as understanding their own leadership styles. These skills will be demonstrated through planning and leading worship services, and by evaluative reflection afterwards.
4. Articulate knowledge of the place of music within the worship service, and apply a musical perspective in preparation of worship services and practice of worship leadership (including the ability to communicate effectively with church musicians). This will be achieved by successfully planning and leading an in-class worship service, and by working as part of a team with the Minister of the Chapel and the Director of Music to plan and lead chapel worship services.
5. Critically appraise various musical styles and practices, fostered through attendance of worship service in both a familiar and unfamiliar tradition.
6. Demonstrate familiarity with resources for preparing and evaluating worship and music within the worship service by preparing an annotated bibliography of resources.

Evaluation

Requirements

The final grade for the course will be based on evaluations in three areas.

1. Review of Worship Service and Architectural Exploration Walk 15%
2. In-Class Worship and Self-Evaluation 25%
3. Chapel Worship 25%
5. Annotated Bibliography 20%
6. Participation 15%

1. Review of Worship Service and Architectural Exploration Walk (15%)

This assignment is intended to help you reflect on the value of art and sacred space for worship

- a) Attend a service of Christian worship that is familiar to you; take careful note of the sort of music and how it is integrated into the liturgy. 500 words.
- b) Architectural Exploration Walk. In pairs, arrange to visit (2) non-Presbyterian worship spaces – for example: Trinity College Chapel, St. Michael’s Cathedral, St. Andrew’s United Church, an Orthodox Church. During your visit, pay attention to the architecture – what does it say about God? What does it say about worship? Take pictures. Prepare a 5-10 minute report – with pictures – to share your insights with the class. A sign-up sheet will be available.

2. In-Class Worship and Self-Evaluation (25%)

Each week, class will begin with a 20-minute time of worship. Each student will lead one worship session. You may choose any style of worship, and worship may take place in the classroom, chapel, or other location in the College. The student is responsible for booking space (if not using the classroom or chapel), providing music and printed materials if necessary. Feel free to ask students from the course to assist – you may also invite students who are not taking this course but would like to assist with music etc.

The week following your worship service, submit a 500 evaluation/reflection of your worship service. What were your goals for this time of worship? Were your goals met? What was most effective? What was least effective? What would you do differently next time, based on feedback from your peers and the professor?

Evaluative Criteria: effectiveness of worship leadership, quality of preparation, depth of insight and honest reflection in evaluation. Note: if you are working with a partner, each of you will receive a separate grade.

Due: as scheduled. Evaluation/reflection due by email within one week.

3. Chapel Worship (25%)

Students will work with a team, including the Minister of the Chapel and the Director of Music, to prepare and lead a Tuesday afternoon Knox Community Worship service. This will require a face to face meeting on a Tuesday evening following chapel, and communication by email, demonstrating a working knowledge of preparing a worship service, choosing content, and participating in worship leadership. Immediately following the chapel worship service, the class will gather for a 10 minute time of evaluation. There are two components to planning and reflecting on this service.

Following the worship service, each student will submit a 500 word reflective evaluation. This should evaluate your experience working as part of a team to prepare worship, as well as the content and effectiveness of the worship itself.

Evaluative Criteria: The grade for this assignment is based upon your preparation ahead of the worship service, and your reflection upon the worship after it is over. Thus, marks will not be assigned for worship leadership itself (although feedback will be offered. Criteria include degree of organization, individual contribution to team, and the degree to which worship elements reflect principles/ideas discussed in class and course readings, quality of post-worship reflection.

Due: as scheduled. Evaluation/reflection due by email within one week.

4. Annotated Bibliography (20%)

There is a vast amount of literature and resources available to support worship leadership. Identifying these resources and learning to evaluate their value is a useful exercise for your current and future ministry. At the end of the semester, students will submit a fully annotated bibliography of at least 12 resources that you feel will be useful to you as a worship leader. At least 4 should be arts/music resources. For each resource, prepare:

- i) a one paragraph summary of each book/resource
- ii) attempt to answer the following questions:
 - In what worship context would this book/resource be most helpful?
 - In what way do I think this book/resource will enable me to lead worship effectively?
 - What theological statement does this book/resource make regarding worship?

NOTE: you must choose resources other than the course texts. While this project is due at the end of the semester, you should begin working on it immediately. You do not have to read each book/resource in its entirety, but you do have to demonstrate familiarity with its content.

Evaluative Criteria: degree of familiarity with the book/resource, ability to communicate information about the resource in a concise yet detailed manner, critical engagement with the resource.

5. Class Participation (15%)

This is a participatory, practical course. You are required to come to class prepared to discuss the readings, share your own beliefs and experiences regarding worship, and participate fully in class activities.

Grading System

A+ (90-100)

A (85-89)
A- (80-84)
B+ (77-79)
B (73-76)
B- (70-72)
Failure

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

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. A penalty of 5% per week will be applied to students who do not hand in assignments by the date given. This penalty is not applied to students with medical or compassionate difficulties; 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. The absolute deadline for the course is the examination day scheduled for the course. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = “standing deferred”) beyond the term. An SDF must be requested from the registrar’s office in the student’s college of registration no later than the last day of classes 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. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/policies/grading.htm>) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students must register at the University of Toronto’s Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. 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* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>. 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 http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm.

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

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 should 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.

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Course Schedule

January 9: Introduction

- Syllabus
- Introduction to Course
- Sign up for worship and presentations
- Learning goals

WORSHIP LEADERSHIP: THEOLOGICAL PRAXIS

January 16: Worship in the Twenty-first Century Church

- Leadership: Developing theology and practice
- Theologies of Worship
- Canadian worship in-between modernity and postmodernity.

To prepare for this class:

Duck: Introduction and Chapter 1

January 23: Worship and Culture

- What is the relationship between worship and the culture at large?
- Major cultural issues affecting worship today.
- Worship, Identity and Power

To prepare for this class:

Duck: Chapter 2 and 3

Kathy Black. *Culturally-Conscious Worship*. St. Louis, Mo: Chalice Press, 2000.
Introduction and Chapter 3 **Reading #1**

Nairobi Statement on Worship **Reading #2**

<http://worship.calvin.edu/resources/resource-library/an-open-and-discerning-approach-to-culture/>

January 30: Evaluating Worship within its Context

- Exegeting congregational worship style and leader=s worship style
- Test case: Knox College chapel community.
- What is effective worship? How do we measure success?
- What is our role as “discerning” leaders?
- Choosing quality worship materials and resources.

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To prepare for today's class:

- Duck: Chapter 14
- Read article *Who in the world are these people?*

<http://www.faithandleadership.com/features/articles/who-the-world-are-these-people> by Bob Wells. **Reading #3**

- Leonora Tubbs Tisdale. *Preaching as Local Theology and Folk Art*. Minneapolis, MN: Fortress Press, 1997. Chapter 3. **Reading #4**

DRAFT

February 6: Nurturing Congregational Identity and Community through Worship

- Dealing with Cultural difference (ethnicity, age, socioeconomic)
- Issues of accessibility/inclusivity
- Children and Youth in Worship (follow-up from last week)
- Shaping a Common Point of Identity

To prepare for today's class:

Duck, Chapters 9, 10, 11

- Blount, Brian K., and Leonora Tubbs Tisdale. *Making Room at the Table: An Invitation to Multicultural Worship*. Louisville, KY: Westminster John Knox Press, 2000. Chapter 7 and 9. (These chapters are written by Sang Hyun Lee and Kenda Creasy Dean). **Reading #8**
- <http://www.nytimes.com/1992/11/17/nyregion/challenge-of-access-for-the-disabled-at-worship.html?>

February 13: Sacraments, Weddings, and Funerals

- At the Table: To touch and handle things unseen
- Practising Baptism
- Funerals and Weddings.

To prepare for today's class:

Duck: Chapter 12, 13

Constance M. Cherry. *The Special Service Worship Architect*. Baker Academic, 2013. Chapter 2, "The Christian Wedding", and Chapter 3: The Christian Funeral. On reserve in Caven Library.

WORSHIP, MUSIC AND SPIRITUALITY

February 20: Giving Voice to the Word

- awakening the voice - vocal warm-ups for Sunday morning
- projecting the voice – physical approaches, awareness of hall acoustics,

- amplifying the voice – learning to use a microphone, handheld or stationary pulpit mic
- leading with the voice – minister as cantor, creating a safe space, encouraging words

To prepare for today's class:

- Kroeker: Introduction and Part I – 1, 2

February 27 (Reading Week: No class)

March 6: Music Resources – a how-to!

- Presbyterian Hymnbook
- Global Music – music from other faiths, regions of the world
- Music from Taizé worship (Jacques Berthier et al)
- Music from Iona (John Bell et al)
- Music from Common Cup
- Contemporary Christian Music, mostly from U.S.A.

To prepare for today's class:

- Kroeker: Part III – 6, 7, 8
- Kroeker: Part IV - 11

March 13: The Worship Wars

- contemporary verses traditional
- blended worship
- collegiality and team approach

To prepare for today's class:

- Kroeker: Part IV – 10, 12

March 20: Hymnody

- how to choose hymns for theme of the day, scripture, funerals, weddings
- structure of hymns – meter, alternate hymn melodies

- hymns that support a church community's theology
- structuring a worship service – begin strong, learn in the middle, end strong!
- use of alternate languages - when and why? Ex. Indigenous, French, other.

To prepare for today's class:

- Kroeker: Part I – 3
- Kroeker: Part II - 5

March 27: Encouraging Healthy Congregational Singing

- creating a safe place
- positive language to encourage hesitant singers
- how to include children/teens in worship music - pedagogy
- how to teach congregations to be express of the texts and music
- awareness of inner voice as it affects outer voice expression

To prepare for today's class:

- Kroeker: Part III – 9
- Kroeker: Part IV - 12

April 3: Wrapping Up

- Communion
- Who are you as a Worship Leader?
- Emergent issues
- Evaluations

To prepare for today's class:

Choose a communion liturgy to share with the class (instructions will be provided)