Course Syllabus
Wycliffe College
Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The final syllabus will be available at the beginning of the course.

Course Identification

Course Number:	WYP2111HF
Course format:	in-person with limited room for remote students
Course Name:	Christian Worship: Foundation, Framework & Freedom
Campus:	St. George
Class times:	Monday evenings 7- 9 pm

Instructor Information

Instructors:	Peter Robinson
E-mail:	probinson@wycliffe.utoronto.ca;

Course Prerequisites or Requisites

None.

Course Description

Building on theological, biblical, and historical foundations, students will explore both the function and framework of Christian worship as it is lived out in a particular context. Students of all Christian denominations will be equipped to reflect theologically on the scope, shape and practices of worship and apply that as a foundation for shaping and being shaped by the ministry of word, sharing in the Lord's Supper, and participating in baptism within the context of the community gathered and the community sent. Worshipers will discover that there is also freedom to explore different types of worship frameworks when worship emerges from a Trinitarian foundation.

Course Methodology

Lectures, readings, papers, class discussion, and group planning of worship.

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students will be able to	**This outcome will be demonstrated through these course elements:**	**This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)**
• articulate a theology of worship developed from a biblical foundation and grounded in a Christian understanding of the Triune God;	Paper 1	**MTS:** 1.3, 2.1 **MDiv:** 1.3, 2.1, 2.2
• differentiate between the different streams within the Christian tradition by recognizing how worship within one or more streams has shaped them;	Final paper	**MTS:** 1.5, 2.1 **MDiv:** 1.5, 2.1, 2.3
• analyze a conflict related to the context of worship, identify some of the reasons for that conflict, and suggest appropriate responses for that particular setting;	Case-study	**MTS:** 2.1, 2.3 **MDiv:** 2.1, 2.2, 2.3, 3.3
• demonstrate, while working as part of a group, the ability to plan and lead a worship service that is theologically coherent and culturally contextual;	Integrative worship project	**MTS:** 2.3, 3.3 **MDiv:** 2.2, 2.3, 3.3
• explain and defend in writing a foundation and framework for shaping appropriate worship in their own ministry context;	Final paper	**MTS:** 2.1, 3.3 **MDiv:** 2.1, 2.3
• describe the relationship between worship and mission and how that should inform decisions within a local community.	Final paper	**MTS:** 2.1, 3.3 **MDiv:** 2.1, 2.3

Course Resources

Required Course Texts

(1) **Torrance, James B. _Worship, Community and the Triune God of Grace_. Downers Grove: IVP Academic, 1997.**

(2) **Foster, Richard. _Streams of Living Water: Essential Practices from the Six Great Traditions of the Christian Faith_. New York: HarperCollins, 1998.**

Other readings will be posted on Quercus.

Course Website(s)

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

This course uses Quercus for its course website. To access it, go to the U of T 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 .

Class Schedule

Week 1 (September 11) Worship in the light of the God who was, and is, and is to come.
Read: James Torrance, _Worship, Community and the Triune God of Grace_, in preparation for the first three classes. Week 1 will focus on Chapter 1 "Worship – Unitarian or Trinitarian?"

Week 2 (September 18) Christ and the Holy Spirit: the two hands of worship.
Read: James Torrance, Chapter 2 The Sole Priesthood of Christ, the Mediator of Worship.
Optional extra reading: "'I yet not I but Christ:' Galatians 2:20 and the Christian Life in the Theology of T. F. Torrance." http://www.tftorrance.org/meetings/purveslecture11-05.pdf **[worship groups assigned]**

Week 3 (September 25) Bread, wine and water: the community formed through baptism and communion.
Read: James Torrance, Chapter 3 Baptism and the Lord's Supper: The Way of Communion AND N.T. Wright, Freedom and Framework, http://ntwrightpage.com/Wright_Biblical_Worship.htm

Week 4 (October 2) Creatures of habit/ creatures of culture: the shaping of desire. Human beings as worshippers.
Watch: Lecture on YouTube: James K.A. Smith – "Desiring the Kingdom," https://www.youtube.com/watch?v=F9p5Wp7ao9g
Read: James K A Smith, You are What you Love, Chapter 1 "To Worship is Human", pp1-25.

October 9 – Thanksgiving – no class

Week 5 (October 16) God forming a people for worship: a transforming _habitus_ of worship – a biblical overview.
Read: Selections from Peterson (as assigned on Quercus), _Engaging with God_.

Week 6 (October 23) Reading Week

Week 7 (October 30) Rhythm & ritual: seasons of the year and the seasons of life.

Read: Alexander Schmemann, "Liturgical Theology, Theology of Liturgy, and Liturgical Reform," *St. Vladimir's Theological Quarterly*, 13 no 4 (1969): 217-224 AND
Alan Jacobs, Do it Yourself Tradition, http://www.firstthings.com/article/2009/01/002-do-it-yourself-tradition.

Week 8 (Nov 6) The fourfold pattern of Christian worship: developing a framework.
Read: Everett Ferguson, "How We Christians Worship", *Christian History*, 37: Worship in the Early Church, 1993. (translation and commentary on Justin Martyr's First Apology, 67) (posted on Quercus).
And Simon Chan, "The Sunday Liturgy", in *Liturgical Theology: The Church as Worshipping Community*, *Downer's Grove. IL: IVP Academic, 2006. (posted to Quercus)* **[case study due]**

Week 9 (November 13) An informed shaping of mechanics: music, materials, technology.
Read: Steven Guthrie. "The Wisdom of Song", in *Resonant Witness: Conversations between Music and Theology,* Grand Rapids, MI: Eerdmans, 2011; (382 -407). (posted on Quercus)

Week 10 (November 20) "Sacred space": a theology of place and worship. How our space influences the manner of worship.
Read: Daniel Block, "The Design and Theology of Sacred Space" in For the Glory of God, Grand Rapids, MI: Baker Academic, 2014; (297-332) (posted on Quercus.)

Week 11 (November 27) Cultures and worship: a contextual offering in the North American context.
Read: Susan J. White, "Contemporary Challenges to Christian Worship", in *Foundations of Christian Worship.* Louisville, KY: Westminster John Knox Press, 2006; (152-173) (Posted on Quercus)

Week 12 (Dec 4) The six streams of Christian tradition and their relationship to worship.
Read: Richard Foster, Streams of Living Water, Introduction (xv – xvi) and Chapter 1 (1 – 22) on Quercus, then choose 1 of the six streams and read the corresponding chapter.

Week 13 (December 11) A lived doxology: Worship and the missional life, creating a variety of worship experiences appropriate to the context.

Evaluation

Requirements

1. **Participation**
   Attendance and engagement in class discussion. **10% for participation. Missing 2 or more class meetings without prior authorization and medical documentation will be cause for a failing grade in the course as per 11.4.3 in the Basic Degree handbook.**
   The expectations for student engagement and participation which apply to in-class learning also apply to remote learning situations. Students who log into the Zoom site but do not contribute during discussion times and are not visible through live video will not be counted as participating in the class

2. Readings and discussion forum participation.
   a) Before the first class be sure to engage on the welcome discussion board forum. On this forum you will introduce yourself to the class. Please tell us something about yourself, why you are studying, and one thing you hope to get out of this course.
   b) Each subsequent week, after carefully reading what is assigned for that week, please post your observations, questions, or reflections about the reading no later than the Thursday before class at 5 pm. Then, no later than Friday at 5 pm, please respond to at least one other student's comment on

the readings.   [See guidelines and marking rubric for discussion posts, below] **15 % for participation on discussion board.**

Guidelines for online discussion (these guidelines will form the basis for grading):
  a.   Postings should be evenly distributed during the discussion period but must be submitted before Fridays at 5 pm to be included for marking purposes.
  b.   Your initial posts engaging with the readings, and the responses to other students, should be between 100 and 250 words.
  c.   When responding to the posts of classmates avoid postings that simply state, 'I agree' or 'good idea'.
  d.   Postings should reflect significant engagement with the readings. Address the questions as much as possible and avoid letting the discussion stray.
  e.   Build on other responses in the discussion thread.
  f.   Use proper etiquette (proper language, typing, etc.).
  g.   Bring prior related knowledge into the discussion (E.g. other readings, work experience, etc.).
  h.   Students are expected to reflect, remember, understand, apply, analyze, and offer careful evaluation.
  i.   The instructors reserve the right to remove a post that is deemed inappropriate.

Rubric for marking discussion forum posts:
  - Students who fail to post (without a very good reason and who are granted forgiveness) will get a **0%** for that week's forum.
  - Students who post their engagement with the assigned reading, but who fail to interact with other students' posts will receive a mark of **70%** for that week's forum.
  - Students who post their engagement with the assigned reading and interact with at least one other student's post in a substantive way will receive a mark of **80%** for that week's.
  - Students who offer significant insights that are deemed to contribute to class learning will earn a **85%** for that week's forum.

  3. **A 4-5 page paper** discussing the theological foundations of worship interacting with James Torrance and at least one biblical passage (for example Romans 8, Romans 12 or John 16 or 17). Due week four.   See rubrics for this assignment on Quercus.
      Worth 15%.

  4. **A 4-5 page case-study paper** discussing resolution of conflict arising due to some aspect of worship. The case study will be posted on Quercus. In your analysis the primary goal is not to solve the case study but to identify the different issues at play and to anticipate potential consequences. The case study will be discussed in week 9, 4 pages, due week 8.
      Worth 15%.

  5. **An integrative project** in which the students, working as part of a group, will:
      (1) plan and lead a worship service that is theologically coherent, contextually appropriate and missional in focus. The service will be conducted (30 to 35 minutes) and discussed (20 minutes) during the second half of the course. The live worship service will be conducted either in-person or via a zoom session (if the group is made up of distance students).
      (2) submit a two-page paper sketching the theological rationale of the worship service, and a one-page review written following the service and assessing what you learned. These three pages will be due the week after the service is conducted.
      Worth 20%

  6. **Final assignment**: This final assignment builds on the first short paper to reflect your learnings throughout the course and engagement with other published resources. An 8-10 page paper that

synthesizes various elements of the course by discussing how the foundation, framework, and freedom of worship discussed in class will serve to shape worship in the student's own ministry context.

There will be both research and reflective components to this assignment. The research component of this assignment will involve the student bringing other voices (at least 3-4 articles/authors) into this discussion and will include biblical reflection on worship. As with the first short paper please avoid proof texting where you quote verses to defend your interpretation.
In the reflective component to this assignment, the student will take into account the various streams within Christianity and discuss how strengths and weaknesses of the student's own formation have been shaped within one or more of those streams.

Bibliography: include the references for parts one and two.
***See rubrics for this assignment on Quercus.
Worth 25%

Grading System

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Creative
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Grades without numerical equivalent:

CR   Designates credit; has no numerical equivalent or grade point value
NCR   Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
SDF   Standing deferred (a temporary extension)
INC   Permanent incomplete; has no numerical equivalent or grade point value
WDR   Withdrawal without academic penalty
AEG   May be given a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

Special notes for remote students fall 2023

The same expectations for student engagement and participation during in-class learning also apply to remote learning situations. In order to get the most out of the course and in respect for their fellow students, students should:

- set aside the time to focus exclusively on the Zoom session.

- Find a quiet space where you will not be interrupted (I.e. without children, dogs, web browsing, etc.) Multi-tasking is detrimental to the learning community.

***Participation includes preparation, active contribution, full attendance, and continuous visual and audio presence.

Privacy

Remote courses, including your participation, will be recorded on video and will be available to students registered in the class for viewing remotely after each session. Course videos and materials belong to your instructor, the College, and/or other sources depending on the specific facts of each situation and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. For questions about recording and use of videos in which you appear please contact your instructor.

Setting up on Zoom

Before proceeding you will require a webcam and microphone. Laptops have these by default. If you have a desktop you will need to purchase a webcam (webcams come with built in microphone). A link on how to use Zoom: https://support.zoom.us/hc/en-us/articles/206618765-Zoom-VideoTutorials

Policy on Assignment Extensions

Assignment Extension _(BD)._ Basic Degree students are expected to hand in assignments by the date given in the course outline. Under exceptional circumstances a student may request a short extension to be determined with the instructor. Instructors are not obliged to approve a request for an extension or accept papers that are late where no extension has been requested. If the instructor chooses to accept an assignment, where an extension has **not** been requested and approved before the due date, then **for that assignment one percentage point per late day will be deducted**. The final deadline for the submission of assignments is the date set by the instructor in the syllabus, 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. If the student fails to submit the assignment by the agreed deadline a mark of zero will be calculated for the assignment.

Policy on Course Extension (BD) Students with documented medical difficulties or exceptional reasons (e.g., a death in the family or a serious illness) who are unable to submit their work by the end of the term must talk with their instructor and request a course extension. The deadline for obtaining a course extension is the examination day scheduled for the course or the last day of examination week, whichever is sooner. The course extension, when approved, will have a mutually agreed upon deadline, with an absolute deadline of the last day of the examination week within the twelfth month following the end of the course. (The course extension must also be approved by the Basic Degree Director and confirmed by the Registrar.) Under extraordinary situations a student may request an extension on the initial extension. To do this, students must complete a second course extension form, include sufficient documentation (e.g. a doctor's letter) and receive the approval of both the instructor and the BD director.

An approved course extension will appear on the student's record as an SDF. If the student completes coursework before the new deadline approved by the professor and the student's college, the grade SDF will be changed to a letter and number grade. If the student does not complete the

work by the deadline set by the professor and no further extension is granted, the professor will assign a zero for the unsubmitted work and submit a final grade (numerical or letter, including FZ) or, if the student successfully petitions for one, a permanent incomplete (INC). For late papers (with or without a course extension) students will receive a grade but minimal comments.

The link for the course extension form is at https://www.wycliffecollege.ca/sites/default/files/SDF%20form%20%28fillable%29.pdf

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/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration 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* (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/policies/behaveac.htm), a student who plagiarizes in this course. Students 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).

Writing Style. The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 7th edition (Chicago: University of Chicago Press, 2007).

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

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