



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 course syllabus will be available to the class at the beginning of the course.

Course Identification

Course Number: WYP2111HF
Course format: In-class
Course Name: Christian Worship: Foundation, Framework & Freedom
Campus: St. George
Class times: Fall, Thursdays, 10 am – noon (wks 1-6), 10 am – 1 pm (wks 8-12)

Instructor Information

Instructor: Peter Robinson & Judy Paulsen
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Office Hours: by appointment

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 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
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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)
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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, 1996.
- (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

Course format: 2 hour classes for the first six weeks, with an additional 1 hour seminar for weeks 8 - 12 of the course

Week 1 (September 12) 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 19) 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 26) 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.

N.T. Wright, Freedom and Framework, http://ntwrightpage.com/Wright_Biblical_Worship.htm

Week 4 (October 3) 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.

Week 5 (October 10) God forming a people for worship: a transforming *habitus* of worship – a biblical overview.

Read: Selections from Peterson, *Engaging with God*.

Week 6 (October 17) Rhythm & ritual: seasons of the year and the seasons of life.

Read: Alan Jacobs, Do it Yourself Tradition, <http://www.firstthings.com/article/2009/01/002-do-it-yourself-tradition>.

Week 7 (October 21-25) Reading Week

Week 8 (October 31) 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). **[Seminar – case study discussion]**

Week 9 (November 17) 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) **[Seminar – worship planning]**

Week 10 (November 14) “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.) **[Seminar hour – worship group #1]**

Week 11 (November 21) 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) **[Seminar hour – worship group #2]**

Week 12 (November 28) 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. **[Seminar hour – worship group #3]**

Week 13 (December 3) A lived doxology: Worship and the missional life, creating a variety of worship experiences.

Evaluation

Requirements

1. **Engagement.** This is made up of both *preparation* for class (readings done) and *participation* during class (attendance, discussion and group work), **worth 10%**.
2. **A 3 page paper** discussing the theological foundations of worship interacting with James Torrance, due week four, **worth 20%**.
3. **A 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 the seminar hour of week 8, 5 pages, due week 8, **worth 20%**.
4. **An integrative project** in which the students, working as part of a group, will plan and lead a worship service that is theologically coherent, contextually appropriate and missional in focus. The service will be conducted (35 - 40 minutes) and discussed (20 minutes) during the seminar hour which takes place immediately following the lectures, during the last half of the course. Each student will also submit a two page paper sketching the theological rationale of the worship service, and a one page review written following the service assessing what they learned. These three pages will be due the week after the service is planned and led. **worth 30%**

5. **A 6-page project** containing two components. The first part is a *reflection paper* that synthesizes various elements of the course by discussing how the foundation, framework, and freedom of worship discussed in class will shape worship in the student’s own ministry context. The student will take into account the various streams within Christianity and how strengths and weaknesses of the student’s own formation have been shaped within one or more of those streams. Length: 4 pages, 1000 words. The second component is an *outline of a workshop* designed to train and teach worship leaders in the church regarding the theological, biblical, and practical concerns of worship that are appropriate for their context. Length 2 pages, 500 words. The completed two part project is due the Tuesday of exam week. **worth 20%**

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 to 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

Policy on Assignment Extensions

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = “standing deferred”) beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar’s office.

One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.

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).

Bibliography

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- Dawn, Marva. *A Royal Waste of Time: The Splendor of Worshiping God and Being the Church for the World*. Grand Rapids, MI: Eerdmans, 1999.
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- Draper, Marilyn. *"Lived Doxology: A Spiritual Theology for the Church in Mission."* PhD diss., McMaster Divinity College, 2016
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