



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: synchronous hybrid: in-class and remote students
Course Name: Christian Worship: Foundation, Framework & Freedom
Campus: St. George
Class times: Fall term, **Monday, Lecture: 2pm to 4pm (EST), Seminar: 4pm to 5pm (EST)** [wk. 8-12]. Be prepared for classes in week 1-6 to go longer than 2 hours.

Instructor Information

Instructors: Irina Dubinski Lane Scruggs
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Office Hours: by appointment

Course Prerequisites or Requisites

None.

Special Notes for fall 2022

Class attendance and participation for remote synchronous students:

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.

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>

Student feedback regarding the ease of use and the classroom experience have been overwhelmingly positive. Clear instructions on how to participate in Zoom sessions are included below. All commitments to course delivery in our course syllabi are draft until the first day of class when the final version will be distributed.

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	Final paper	MTS: 1.5, 2.1 MDiv: 1.5, 2.1, 2.3

within one or more streams has shaped them;		
• 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

Course format: 2-hour classes for the first six weeks, with an additional 1-hour seminar during 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?” AND *Christianity Today* article by Benjamin Vincent from July 2022 “Why We Shouldn’t Practice Liturgy ‘A La Carte’” (posted on Quercus).

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 AND 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.

(October 10) Thanksgiving – no class

Week 5 (October 17) 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*.

(October 24-28) Reading Week (technically Week 7 out of order)

Week 6 (October 31) Rhythm & ritual: seasons of the year and the seasons of life.

Read: Alexander Schmemmann, “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 (November 7) 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 14) 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 – case study discussion]

Week 10 (November 21) “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 28) 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 (December 5) 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 12) A lived doxology: Worship and the missional life, creating a variety of worship experiences appropriate to the context.

Evaluation

Requirements

1. Engagement

This is made up of *preparation* for class (readings done), *participation* during class (attendance, discussion) and discussion board participation regarding the readings for each week.

Class attendance and participation for distance students. 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.

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 Monday 10 am. Then, no later than Tuesday at 9 am, please respond to at least one other student’s comment on the readings. [See guidelines and marking rubric for discussion posts, below]

Worth 25% - 10% for participation in class and 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 Tuesdays at 9 am to be included for marking purposes.
- b. Your initial posts engaging with the readings 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 deeply worthwhile insights that are deemed to contribute to class learning will earn a **85%** for that week's forum.
2. **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%.
 3. **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 the seminar hour of week 9, 4 pages, due week 8.
Worth 15%.
 4. **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 seminar hour 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%**
 5. **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 2-3 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.

Option: You may choose to divide the final paper/project into two parts.

Part 1: Integrate the different pieces of the course, the different aspects of worship, and apply your current understand to your own context. (either 8 -10 pages if you only do part 1, or 6-8 pages if you also choose to do part 2). Using essay format, offer an introduction, thesis, well-ordered paragraphs, and conclusions. May use parenthetical citations in body. For example: (Foster, 23). Put complete information for Foster (and all other authors) into a bibliography.

Part 2: (Optional - if you choose to do part 2 then part 1 only needs to be 6 pages. Construct a plan to teach this integrated understanding of worship to a group of new worship leaders in your congregation. Taking into account the congregation's current understanding of worship, consider how to help them move towards a fuller understanding of worship, addressing issues which have been raised in the course. Provide a filled-in outline – feel free to use bullet points. Ensure that it is clear what you are covering. E.g. “Theology of Worship” is not enough! Let us know the contextual issues and overall intentions/outcomes for the course. (2 pages)

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 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).

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