



DIVISION OF ADULT LEARNING

SYLLABUS

**MWST-560/MPTS-578: Biblical and Theological Foundations of
Worship**

Date: 08/11/2016

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University Mission Statement:

Lee University is a Christian institution which offers liberal arts and professional education on both the baccalaureate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

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Required Text(s) and/or Supporting Resources:**Required Text:**

Peterson, David. *Engaging With God: A Biblical Theology of Worship*. Downers Grove, IL: InterVarsity Press, 2002. **(Provided as a link in the course and charged to your Lee account as "Book Bundle" fee.)**

Cherry, Constance M. *The Worship Architect: A Blueprint for Designing Culturally Relevant and Biblically Faithful Services*. Grand Rapids, MI: Baker Academic, 2010. **(Provided as a link in the course and charged to your Lee account as "Book Bundle" fee.)**

Additional Supporting Resources:

Resources provided in the Learning Management System (LMS).

Boone, R. Jerome. "Community and Worship: Key Components in Pentecostal Christian Formation," *Journal of Pentecostal Theology* 8 (1996): 129-142.

Farley, Michael A. "What is 'Biblical' Worship? Biblical Hermeneutics and Evangelical Theologies of Worship," *Journal of Evangelical Theological Society* 51/3 (2008): 591-613.

Smith, James K. A. *Desiring the Kingdom*. Grand Rapids, MI: Baker Academic, 2009 (chapter 5).

Prerequisite Skills and Knowledge:

None

Course Goals and Learning Outcomes:**PURPOSE**

The course will survey the subject of worship in both the Old and New Testaments in order to provide a biblical perspective on worship. It will use the biblical perspective to develop a theology of worship

which will enable worship leaders to assess, create and contextualize a variety of contemporary worship services that preserve the canonical intent of worship.

General Learning Objectives (Course Goals):

This course seeks to:

1. Survey the subject of worship in the cultus of ancient Israel.
2. Explore the concept and practice of worship in the Psalter.
3. Articulate what worship is from a prophetic perspective in the Old Testament.
4. Investigate the New Testament concept of what it means to worship God “in Spirit and truth.”
5. Analyze worship from the Pauline perspective of a living sacrifice.
6. Examine the relationship of community and worship.
7. Understand the role of worship as eschatological hope.
8. Describe the component of worship in the first century Church.
9. Facilitate theological insights about biblical worship.
10. Encourage application of biblical concepts and practices of worship to a variety of contemporary settings.

Specific Behavioral Objectives (Learning Outcomes):

As a result of the activities and study in this course, the student should be able to:

1. Describe worship as practiced in the cultus of ancient Israel.
2. Analyze the basic psalm types (e.g., lamentation, thanksgiving and hymns) for elements of worship.
3. Identify and explain at least five words of praise found in the Psalter.
4. Contrast the prophetic perspective of worship to that of the cultus in Israel as reflected in the books of Amos and Micah.
5. Demonstrate the ability to interpret John 4:21-24 in regard to what this saying of Jesus meant in its historical context.
6. Explain Paul’s concept of worship evident in Romans 12:1-2.
7. Discuss the relationship of community to worship of God.
8. Illustrate how worship is related to eschatological hope.
9. Construct an “order of worship” that utilizes at least three components of worship used in the early Church.
10. Develop six theological insights from the biblical study on worship accomplished in this course.
11. Create a plan for a worship service that incorporates at least three theological insights.
12. Contextualize the plan for a worship service created in item #11 to another worship setting.

Major Topics:

- A. Worship in the Old Testament
 1. Sacrifices as worship
 2. Praise as worship
 3. Testimony as worship
 4. Music and worship
 5. Motives for worship
 6. Vocabulary of worship
- B. Worship in the New Testament
 1. Worship in Spirit and truth
 2. Worship as living sacrifice

3. Worship and the early church
4. Worship and community
5. Worship as eschatological hope
- C. Worship from a biblical Perspective
 1. Definition of worship
 2. Nature of worship
 3. Aspects of worship
 4. Forms of worship
- D. Theological implications of biblical worship
 1. Contemporary worship practices and biblical roots
 2. Theological insights on biblical worship
 3. Creating orders of worship for diverse settings

Course Assessments:

- A. **Participation.** You are required to participate in this course on a weekly basis. Although there is no participation grade, your participation is assessed as you engage in discussions and complete the written assessment activities. The course is designed so that each unit has a corresponding written lecture. The lectures provide explanatory content in addition to the textbook and article assignments; it is essential that you read the lecture, as well as any associated media presentations. A key aspect of your participation is the timely completion of all assigned readings, corresponding written activities, papers, threaded discussions, etc. The assignments must be completed within the timeframe specified in the assignment instructions. All times should be understood as Eastern Time.
- B. **Turabian Format.** The School of Religion requires Turabian formatting as the style for all written assignments. Please see the *School of Religion Manual of Style for Papers* (on LMS) for a current guide to Turabian format.
- C. **Gender Inclusive Language.** The School of Religion supports and expects the use of gender inclusive language in written and oral communication. Examples of gender inclusive language include: humankind rather than mankind; people rather than men or women, etc. Obviously, if gender specificity is appropriate, as in referring to a mother as “she,” that is acceptable.
- D. **Text/Media.** All text/media is evaluated in the threaded discussions and assignments.
- E. **Threaded Discussions.** The threaded discussions are an opportunity for students to demonstrate their knowledge of the course material and interact with fellow students. They will facilitate the accomplishment of learning outcomes 1-12. Just doing an initial post and/or response will not guarantee any point value. Discussions will be evaluated as follows: a) on the depth of engagement with the discussion topic and/or issue; b) on the depth of understanding of the topic and/or issue; and c) on the depth of interaction with the other students. An initial post is required (evaluation of “a” and “b” above) and then response posts interacting to other students’ initial posts (evaluation of “c” above). Once the discussion deadline is reached, there will be no further opportunity to attain points for that discussion. If you have further questions on how these are evaluated, please contact your instructor.
- F. **Inquiry Based Learning.** The course is designed to utilize Inquiry Based Learning. As such, it is not a course based on lectures from the teacher. Instead, it is learning that results from inquiry by the student into the subject matter. The teacher serves as a “mentor” or “coach” and guides the learning process but is not the primary provider of “information.” Learning is the result of discovery in this educational method.

- G. **Unit Assignments (Readings).** There are two textbooks and a number of individual reading assignments (e.g., chapters from a book or articles from professional journals). Each reading assignment relates to some form of evaluation such as a summary and critique or a project that will demonstrate competence. Well supported critique is the goal rather than simple personal reflections about what is “liked” or “disliked.” About 60% of the report should be devoted to a summary of the reading assignment. The other 40% should engage the content of the assignment in regard to its strengths and weaknesses. These assignments will facilitate the accomplishment of learning outcomes 1-12.
- H. **Unit Assignments (Research).** Research assignments seek to discover biblical and theological principles of worship evident in the canonical texts of the Bible. It is expected that appropriate methods of biblical interpretation will be used, methods that reflect the skills and knowledge developed in MMST 536: Principles of Bible Study. Research assignments should include both exegesis (what the text meant) and hermeneutics (what the text means). Instructions for the research assignments will be given in the appropriate units of the course. These assignments will facilitate the accomplishment of learning outcomes 1-12.
- I. **Course Project.** The second worship service will be an individual project in which each student will demonstrate the ability to create a worship service that utilizes biblical and theological principles of worship. Instructions for these activities will be embedded in the appropriate units of the course. Creation of these worship services will facilitate the accomplishment of learning outcomes 7-12.

Evaluation:

A. Threaded Discussions	75
B. Unit Assignments	725
C. Course Project	200

Grading Scale:

The standardized grading scale provides a uniform foundation from which to assess your performance.

Grade	Quality Points per Credit	Score
A	4.0	930 - 1000
A-	3.7	900 - 929
B+	3.3	870 - 899
B	3.0	830 – 869
B-	2.7	800 – 829
C+	2.3	770 – 799
C	2.0	730 – 769
F	.0	0 - 699

Letter Grade Equivalencies:

A = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and

clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.

B = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a cohort member. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

C = Quality and quantity of work in and out of class is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.

F = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

Unit and Time Distribution:

The time to complete each unit is approximately 17 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.

POLICIES

Attendance Policy:

At Lee University student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner.

Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.

Academic Honesty Policy/Information:

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise.

Examples of cheating include:

- Submitting work for academic evaluation that is not the your own.
- Receiving assistance from another person during an examination.
- Using prepared notes or materials during an examination.
- Permitting another student to copy your work.
- Plagiarism.
- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others' words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document. Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:

- a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
- b. paraphrasing all or part of another person's words without documentation.
- c. stating an idea, theory, or formula as your own when it actually originated with another person.
- d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

Late Policy:

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given Unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be accepted. (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion.)
- No late assignments will be accepted after the close of the final Unit.

EXPECTATIONS

Faculty Expectations of Students:

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)
- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.
- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.
- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.

- Contribute meaningful, timely comments to online discussions according to guidelines provided.
- Contribute substantively to group assignments (if required in course).
- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.
- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

Students' Expectations of Faculty:

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.
- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.
- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)
- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.
- Final grade/feedback provided within ten (10) days after the last date of course.

IMPORTANT STUDENT INFORMATION

Special Needs:

Lee University, in conjunction with the Academic Support Office, works to ensure students with documented disabilities have access to educational opportunities. Students who need accommodations based on a disability should visit the Academic Support Office, call (423) 614-8181, or email academicsupport@leeuniversity.edu. It is the student's responsibility to share the Accommodations Form with the instructor in order to initiate the accommodations.

BIBLIOGRAPHY

Knowledge Base/Working Bibliography (Reading List):

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