

Ohio Christian University

1476 Lancaster Pike

Circleville, OH 43113

Telephone: 740.477.7700

Fax: 740.477.7854

Worship in the Church

MIN5200

Syllabus

Copyright 2017 Ohio Christian University. All rights reserved.

No part of this work may be reproduced or transmitted
in any form or by any means, electronic or mechanical,
including photocopying, or by any information storage or retrieval system
without the prior written permission of Ohio Christian University
unless such copying is expressly permitted by federal copyright law.

Address inquiries to:

College of Adult and Graduate Studies,
Ohio Christian University, 1476 Lancaster Pike, Circleville, OH 43113

Worship in the Church

MIN5200

Syllabus

Course Description	3
Course Objectives.....	3
Course Assessment	4
Due Dates and Late Penalties	6
Assignment Descriptions	6
Assignment Rubrics	10
Discussion Rubric	10
Team Rubric	11
Paper Writing Rubric.....	12
Course Materials	13
Student Expectations	14
Facilitator Expectations	15
Important Policies and Notices	15

Course Description

This course is an exploration of corporate Christian worship: the acts and expressions flowing from a biblical Christian understanding of who God is, and how he has chosen to relate with people, especially those he has redeemed. It is supplemented by a review of worship's historical development, and incorporates application of these principles to planning for corporate expression of worship.

Course Objectives

Upon completion of this course, students should be able to:

- Plan worship rooted in a biblical theology of our relationship with God through Christ, incorporating prayer, music, preaching, and other elements.
- Summarize the history of Christian worship.
- Demonstrate ways in which sacramental expressions and special services such as weddings, funerals, special observances, and expressions of the Christian Year can be structured.
- Evaluate the effectiveness of a service in light of the personalities, cultures, and theological backgrounds represented.
- Create an inventory of readiness for worship leadership based on requisite values, knowledge, and skills.
- Engage others in authentic, transforming worship.

Course Assessment

Assessment Type	Value
Devotionals Week 1-6 Devotional	5 points each <i>30 points total</i>
Discussions Worship Autobiography Discussion Favorite Song or Hymn Discussion Peterson Review Discussion Classic Text Devotional Discussion Creative Worship Element Discussion God's Presence Discussion Worship and the 18-35 year olds Discussion Spirit and Truth Discussion Reflection Discussion	30 points each <i>270 points total</i>
Research Papers Gospel-Centered Worship Paper History of Worship Paper Musical Styles Paper	50 points each <i>150 points total</i>
Exercise Activities	
Worship Definition Response	25 points
Essential Components Response	25 points
Worship Leader Interview	40 points
Imaginary Church Response	30 points
"Ideal" Worship Leader Description	30 points
Worship Ministry Readiness	25 points
Church Fathers Response	30 points
Christian Calendar "Season" Advertisement	30 points
Christian Calendar "Season" Planning Notes	30 points
Worship Service Evaluation	50 points
Physical Worship Expressions Response	30 points
Contemporant Response	30 points
Wedding Ceremony Evaluation	50 points
Future of Worship Music Response	25 points
Worship Service Project	100 points
Total	1000 points

Percentile	Points	Letter Grade
94-100%	940-1000	A
91-93%	910-939	A-
88-90%	880-909	B+
84-87%	840-879	B
81-83%	810-839	B-
78-80%	780-809	C+
74-77%	740-779	C
71-73%	710-739	C-
70% and below	0-709	F

To receive an "A" (*EXCEPTIONAL*) the student

- constantly exceeds minimum requirements
- is always prompt and thorough with assignments
- uses outside research for self-evaluation
- integrates learning with life goals

To receive a "B" (*EXCELLENT*) the student

- frequently exceeds minimum requirements
- is always prompt with assignments and is generally thorough
- is eager to profit from instructor's evaluation
- integrates learning with peer values and relationships

To receive a "C" (*ACCEPTABLE*) the student

- usually meets minimum requirements
- completes assignments reasonably well
- is willing to respond to evaluation
- integrates learning with course requirements

To receive a "D" (*MARGINAL*) the student

- occasionally meets minimum requirements
- sometimes does not complete assignments or does them inaccurately
- is slow to improve under instruction
- integrates learning only to avoid failure

To receive an "F" (*UNACCEPTABLE*) the student

- rarely meets minimum requirements
- usually does not complete assignments or does them inaccurately
- ignores or resists instruction
- unable to integrate learning

Due Dates and Late Penalties

Due Dates

All submitted assignments are *due the last day of each school week*; therefore, a Tuesday to Monday school week would require all submitted assignments to be due by midnight of each Monday.

All initial posts within the Discussion forums are *due the fourth day* (see Discussions rubric for details), but students are encouraged to post sooner. This is in order to ensure quality interaction throughout the week.

Late Penalties

Assignments submitted within 24 hours past the due date will have a 10% late penalty of the final assignment grade.

Assignments submitted within 48 hours past the due date will have a 20% late penalty of the final assignment grade.

Assignments submitted between 3-7 days late will receive a 50% late penalty of the final assignment grade.

Assignments submitted beyond seven days past the due date are not accepted.

Assignment Descriptions

Objective Summary and Learning Activities

There are summaries for each objective that start with an overview of a particular objective, followed by an experiential learning activity. Every weekly objective will have a learning activity that ensures you successfully fulfill that objective.

The goal of the adult learner is to find relevance in the learning activity on a personal level. The original four comparative assumptions differentiating pedagogy (teaching children) and andragogy (teaching adults) developed and published by Knowles (1980) are as follows:

- Adult learners have an intrinsic need to be self-directed, limiting dependency to specific situations.
- Adult learners learn more effectively when connecting learning with the resources of their own experiences, such as discussions, case studies, simulations, and field experience.

- Adult learners experience the need for learning based on experiences that identify the gaps in their knowledge and ability to handle social roles.
- Adult learners have the need to experience learning as a competency that is immediately applicable.

As a result, Knowles notes that “their orientation toward learning shifts from one of subject-centeredness to one of performance-centeredness” (1980, p. 45).

Knowles, M. (1980). *The modern practice of adult education: From pedagogy to andragogy*. Englewood Cliffs, NJ: Prentice Hall.

The curriculum developed at Ohio Christian University for the online platform used adult learning theory as the guiding principles to ensure that you will have an effective and relevant education.

Learning Activities

Learning activities are active exercises and assignments to achieve the learning objectives. Below is a list of different forms of learning activities you will experience to enhance your understanding of the course material. You will encounter these types of learning activities in every course except for team collaboration, which occurs only in certain courses.

Reading

Reading is essential to your success with the activities. While the learning activities encourage active learning, reading is the foundation required in order for you to experience discovery and construction of knowledge.

Discussions

Discussions promote enhanced comprehension and critical thinking. Your satisfaction and the overall quality of the class are highly dependent on the interactions arising from discussions.

It is very helpful to your fellow students to include the previous statement when responding in the discussion forums; however, it is important to copy and paste only the *piece of the message* to which you are responding to clarify the context and to avoid the need to scroll through long messages.

Only interactions that include quality analysis and development of the topic within the time allotted count towards the grade.

See the Discussion rubric for more details about expectations.

Written Papers

Writing is an essential part of the learning process and an academic paper is required almost every week. The Paper Writing rubric is a general rubric to follow for all papers required in this course. It is important to read the directions for each paper thoroughly to ensure you address all required elements of the assignment.

See the Paper Writing rubric for more details about expectations.

Personal and Interactive Exercises

There are many types of exercises that are enjoyable, engaging, and relevant! These can include journal writing that focuses on self reflection and awareness, case studies that allow you to improve critical thinking, interviews that help you connect to others in the particular area of study, and peer assessments to help provide more perspective among your peers. The essential issue is that you are continually stretching personal horizons and implementing critical thinking.

Team Collaboration (not required in every course)

Group learning is very exciting, even though it is perfectly natural to have some fears going into the process. Two extremes that occur early in the forming stage of your team include a fear of alienation, or being isolated from the group, and a fear of fusion, or losing individuality. It will take time, experience, and open-mindedness to put these fears to rest and trust others. There are some tasks to take care of immediately to help alleviate any concerns of trust.

Decide whether the team will have a consistent leader or change based on project.

Having an individual who leads your meetings or coordinates projects can be helpful. From your assessment of the context and mission for your team, determine if having an individual or individuals coordinate things will be helpful.

Clearly define the team's objectives.

What does your team need to achieve in this course? Clearly discuss assignment due dates and when various parts of assignments need to be completed.

Determine what process will be used to achieve objectives.

The team may split up the activities necessary to complete the project, or each one may contribute based on personal perspective. The bottom line is that regardless of method, each team member must contribute. Remember that attempts to include every thought and contribution can sometimes produce

clumsy final results. It is important to synthesize all contributions for the best final compilation. Do not be afraid if your contribution was not fully included; the fact that you are involved with contributing to the brainstorming, analysis, and final synthesis means that you *are contributing!*

Clearly define and assign roles and responsibilities to achieve objectives.

Each person needs to be clear on what role and responsibility is to be expected. It is very stressful to have vague or ambiguous goals with no particular assignment. The more structured a team is, the more effective and efficient a team project will be.

Agree and commit to expectations.

Flexibility and openness are essential to good team management. All team members should be involved in team management. Once responsibilities are outlined as a team and roles are chosen, that commitment is a priority for the individual. Anything that prevents that commitment should be shared immediately so a back-up plan can be developed.

See the Team rubric for more details about expectations. Please note that the team expectations are valued as 20 points of any team activity. Half of the points are based on the cohesiveness of the entire team while the remaining points are assigned to each individual based on personal contributions and activity.

Assignment Rubrics

Discussion Rubric

Discussion Rubric (25 points total)			
Initial Post (points total – 50%)			
13-12 points	11-9 points	8-6 points	5-0 points
Initial responses are posted no later than the fourth day of each week.	Initial responses are posted no later than the fifth day of each week.	Initial responses are posted no later than the sixth day of each week.	Initial responses are posted no later than the last day of each week.
<p>The following actions are considered substantive for initial posts:</p> <ol style="list-style-type: none"> 1. The response was well researched and involved thoughtful, detailed analysis. 2. While there may be some mechanical errors, the writing is professional. 3. Definitions and terms from the reading assigned were applied in the post. 4. The post should contain 200-300 words. 5. Proper grammar, spelling, punctuation, and standard English are used. 6. Resources are provided to support your opinions and may be required by a facilitator. 			
Interaction Posts (points total – 25% for each interaction)			
12-11 points	10-8 points	7-1 points	0 points
There are at least two substantive interactions with other students posted on <u>separate</u> days.	There is at least one substantive interaction with other students.	There is no substantive interaction with other students.	There is no interaction with other students.
<p>The following actions are considered substantive for interaction posts:</p> <ol style="list-style-type: none"> 1. The post should contain 50-150 words. 2. Proper grammar, spelling, punctuation, and standard English are used. 3. At least one of these options was clearly used in the interaction. <ol style="list-style-type: none"> a. A question that is probing. b. An insight gained from reading a post. c. An opinion on the conversation that is substantiated with an outside resource. d. A personal experience that validates or disagrees with statement posted. e. Submit a suggestion that assists a colleague. f. An expansion on the post with more details about the subject matter. 			

Team Rubric

Team Effort (10 points)			
10-9 points	8 points	7-6 points	5-0 points
Team effort is organized, structured, and proportioned well between members.	Team effort is clear and proportioned well between members.	Team effort is evident, but not proportioned well between members.	Team effort is not evident or well proportioned between members.
Personal contributions are identified and completed in a timely manner.	Personal contributions are identified and contributed, but caused the team delays.	Personal contributions are not clear, although contribution is evident.	Participation is unclear and does not seem to positively impact the team.

Paper Writing Rubric

Paper Writing Rubric (50 points total)			
Content (35 points)			
35-31 points	30-26 points	25-21 points	20-0 points
The required elements are addressed and developed.	The required elements are addressed, but need more development.	The required elements may not be entirely addressed or developed well.	The required elements are neither addressed nor developed effectively.
Analysis is excellent and well supported.	Analysis is good and supported.	Analysis is difficult to follow, but is supported.	Analysis is difficult to follow and not well supported.
The required number of resources is provided, if applicable.	Some, but not all, of the required number of resources are provided, if applicable.	The required number of resources is not provided, if applicable.	The required number of resources is not provided, if applicable.
Presentation (10 points)			
10-9 points	8 points	7-6 points	5-0 points
Writing is clear, organized, and well presented.	Writing is generally clear, organized, and well presented.	Writing lacks clarity, but has organization.	Writing lacks clarity and organization.
The body of the paper is presented in APA format very well.	The body of the paper is presented in APA format with minor errors.	The body of the paper is presented in APA format for the most part.	The body of the paper is not presented in APA format well or at all.
The OCU Standard Title Page is provided.	An APA formatted title page is provided.	A title page is provided, but has several errors.	No title page is provided.
Mechanics (10 points)			
10-9 points	8 points	7-6 points	5-0 points
No grammatical errors.	Some grammatical errors (1-3).	Many grammatical errors (4-6).	Many grammatical errors (7+).
The Reference Page, if applicable, adheres to APA formatting very well.	The Reference Page, if applicable, adheres to APA formatting with minor errors.	The Reference Page, if applicable, does not adhere to APA formatting.	No Reference Page was created even though there were citations in the paper.

Course Materials

Hall, C. A. (2010). *Worshipping with the church fathers*. Downers Grove, IL: IVP Academic.

Peterson, D. (2002). *Engaging with God: A biblical theology of worship*. Downers Grove, IL: InterVarsity.

Webber, R. E. (1994). *Worship old and new: A biblical, historical, and practical introduction*. (Rev. ed.). Grand Rapids, MI: Zondervan.

Student Expectations

- Submit assignments on time. Discuss alternatives with your facilitator before the due date if it is known that the assignment cannot be submitted on time.
- Plagiarism is absolutely not permitted. All instances of plagiarism must be reported to the Director of Online Education and Assistant Vice President of Academic Services. In an effort to curtail plagiarism at Ohio Christian University, a three strike Plagiarism Policy is mandated.
 - For a student's first offense, he or she will receive a zero grade on the assignment that was plagiarized.
 - For the second offense, the student will fail the course.
 - For the third offense, the student will be dismissed from Ohio Christian University.

A student who has been dismissed for academic reasons may petition for re-admission after six months. As a general guideline, plagiarism is defined by Lucas (2011) as "to present another person's language or ideas as your own." He describes three types of plagiarism: global plagiarism, stealing a speech [or a paper] entirely from a single source and passing it off as your own; patchwork plagiarism, stealing ideas or language from two or three sources and passing them off as your own; and incremental plagiarism, failing to give credit for particular parts of a speech [or a paper] that are borrowed from other people (Lucas 2011). All definitions of plagiarism are taken from *The Art of Public Speaking*, 2011, by Stephen E. Lucas, McGraw-Hill, p. 37-38.

- Read your posts aloud to ensure that your intended message is conveyed. If a posting upsets you, do not immediately respond. Always think through responses to ensure professional dialogue.
- Participation is determined by activity in course discussions and submitted assignments according to the absence standards below. Please note that an absence is defined as a complete lack of involvement in discussions and submitted exercises.
 - No absences are permitted for a course running four weeks or less.
 - One absence is permitted for a course running five weeks or more, although two absences still results in a withdrawal.

Facilitator Expectations

- Instructor will respond to forum postings daily.
- Instructor will be available by phone and email to address any student inquiries. Responses to voicemail and email inquiries will occur within 24 hours unless otherwise notified via Announcements.
- Instructor will be engaged in the discussion forum throughout the week.
- Instructor will provide meaningful feedback for all drop box submissions.
- Instructor will provide track changes and the rubric indicating what was earned for all papers.
- All instances of plagiarism must be reported to the Dean/ Assistant Vice President of Academic Services with the plagiarized piece and the artifact demonstrating that it is plagiarized.
- Weekly grades and feedback for assignments submitted on time will be returned within 5-7 days of the due date.
- The Final Grade for the course will be provided to the registrar within 14 days of the course's last day.

Important Policies and Notices

OCU is fully ADA/504 & Title IX compliant. More information may be obtained from <http://www.ohiochristian.edu/about-ocu/general-institutional-information>

ADA/504 Accommodations Policy

Ohio Christian University is committed to its entire student body, including those who need accommodation for disabilities. The 504 Compliance Officer is responsible for coordinating OCU's efforts in complying with applicable Federal and State laws and regulations, including the University's duty to address any inquiries or complaints regarding discrimination or denial of equal access. Information and forms may be located via the following URL: <http://www.ohiochristian.edu/about-ocu/general-institutional-information/disability-services>

Title IX Policy for Sex Discrimination, Sexual Harassment, Sexual Assault, Sexual Violence, Stalking, and Domestic/Dating Violence Complaints

Ohio Christian University admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, sex, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other school administered programs. In conformity with the pertinent requirements of Title IX of the Education

Amendment of 1972 enacted by the United States Congress, Ohio Christian University does not within the context of its religious principles, heritage, mission or goals discriminate on the basis of sex in the area of employment, admission, educational programs or other activities. Additional information and contact information for the Title IX Coordinator are available via the following URL:

<http://www.ohiochristian.edu/about-ocu/general-institutional-information/title-ix>