

**PT 730 WORSHIP IN COMMUNITY  
SUMMER 2019**

Mondays, June 24 – July 15, 5:30pm – 10:00pm;  
Saturday, July 13, 8:30am – 4:30pm

*Last revised: 03/12/19*

**Missio Seminary exists to produce missional Christian leaders—  
men and women who incarnate the story of Jesus with humility and authenticity and who  
communicate the story with fidelity to Scripture, appreciation of the Christian tradition,  
and sensitivity to the needs and aspirations of postmodern culture.**

**INSTRUCTOR**

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**COURSE DESCRIPTION**

A study of the backgrounds, theology, history and practice of worship in community as it relates to ministry within the local church. Particular attention will be given to the exegesis and implications of key New Testament texts, and to the planning and leading of corporate worship that is both biblically faithful and culturally relevant. Students will participate in a diversity of worship experiences and be challenged to pursue personal holiness and effective shepherding as spiritual leaders.

**PERSONAL NOTE FROM THE PROFESSOR**

Back in 1989, as I was completing my MDiv, I was asked to help lead worship at a church that was struggling to be both biblically faithful and culturally relevant as we gathered for worship and mobilized for mission. This experience challenged me to rethink many of our assumptions of what constituted “biblical worship.” I soon found myself back at seminary, while serving as a full-time worship pastor in that church, working on a ThM in New Testament as it related to worship in community.

In light of this experiential and educational trust, it has been my prayer over the years to be able to encourage and equip others to be more thoughtful—and especially more theologically grounded—when it comes to corporate worship. This course represents one more answer to that prayer, and I am delighted to know that you are considering participating in it! I look forward to our time of learning together as we seek to become—and make more of—“the kind of worshipers the Father seeks” (John 4:23).

**SYLLABUS**

This syllabus provides an overview of the course and its requirements. Students are responsible to know the content of the syllabus and follow the course schedule. Questions about the syllabus or schedule should be emailed to the professor promptly and will generally be answered in an email to the entire class so that everyone is informed.

This syllabus is intended to give the student guidance in what may be covered during the term and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as course needs arise.

**PROGRAM GOALS AND COURSE OBJECTIVES**

RELEVANT PROGRAM GOALS	SPECIFIC COURSE OBJECTIVES
<p><b>Goal 1:</b> Students will cultivate grace-based missional lives increasingly characterized by the fruit of the Spirit, and love for God and others.</p> <p><b>Goal 3:</b> Students will grow in their knowledge of the Bible and its missional perspective, and their ability to humbly interpret and apply it in light of history, culture, and genre.</p> <p><b>Goal 4:</b> Students will know the key persons, ideas, and movements in the history of theology and the Christian tradition and their significance today.</p> <p><b>Goal 6:</b> Students will critically, constructively, and creatively engage our postmodern culture with the hope of the gospel.</p>	<p>By the end of the course students will:</p> <ol style="list-style-type: none"> <li>1. Articulate a basic awareness of the backgrounds, theology, history and practice of worship in community.</li> <li>2. Demonstrate a clear understanding of the exegesis and implications of key New Testament texts relating to worship in community.</li> <li>3. Plan and lead corporate worship in a way that is faithful to Scripture but also sensitive to the current make-up of the congregation as well as the surrounding community.</li> <li>4. Evaluate various corporate worship experiences on the basis of biblical principles and cultural sensitivity.</li> <li>5. Clarify the need for diversity in worship expressions, with particular emphasis on current cultural challenges.</li> <li>6. Model and explain the vital role of personal holiness and effective shepherding on the part of those planning and leading worship in community.</li> </ol>

**COURSE ASSESSMENTS AND HOMEWORK HOURS**

ASSESSMENTS AND HOMEWORK HOURS	RELATED OBJECTIVES	PERCENT OF GRADE	ESTIMATED TIME
Reading assigned textbooks (see 1a below)	1	(included below)	38
Brief interaction papers for each textbook (1b)	1	20%	21
Brief final paper (2b)	2	10%	6
Plan & lead worship in class (3a)	3	5%	1
Help plan & lead worship in your setting (3b)	3	25%	15
Evaluate another church’s worship gathering (4a)	4, 5	10%	2
Class attendance and participation (2a)	all	30%	(26)
Total estimated time outside of class		100%	83 hours

INSTRUCTIONAL ACTIVITY IN ADDITION TO CLASS SESSIONS*	RELATED OBJECTIVES	ESTIMATED TIME
Class sessions	all	26
Supplemental course lectures and interaction papers:		
<ul style="list-style-type: none"> <li>• <u>Lester Ruth, “When the Music Fades: The Overlooked Facets of Contemporary Worship’s Historical Development.”</u> (1c)</li> </ul>	1	2
<ul style="list-style-type: none"> <li>• <u>Russell Moore &amp; Andy Stanley, “Leadership, Preaching, and Cultural Engagement.”</u> (5c)</li> </ul>	5	2
	5	2

<ul style="list-style-type: none"> <li>• <a href="#">Sandra Van Opstal, “Glorifying God in a Diverse World: Next Steps in the Journey.” (5c)</a></li> <li>• <a href="#">Calvin Worship Institute panel discussion, “Worship Leader as Pastoral Musician.” (6b)</a></li> </ul>	6	3
Total		35 hours
<p>*These required assignments involve instruction comparable to what occurs in the classroom. They must be submitted by the due date listed in the syllabus and no later than the final due date for the course listed in this syllabus by permission of the instructor. After the final due date, faculty cannot grant students permission to submit late work. See “Completion of Course Work” below.</p>		

## REQUIRED READING

**NOTE:** Hyperlinks to Amazon.com are placed here for your convenience. Please be aware that there may be other websites (by publishers or by other ebook publishers) that may sell the same item for cheaper prices. Please shop around! In addition, some sites offer ebook rental prices for a limited number of weeks. These may also be cost effective. Just be sure to buy the right edition and recognize some of the smaller sellers may not deliver books in a timely fashion.

1. [Hurtado, Larry. \*At the Origins of Christian Worship: The Context and Character of Earliest Christian Devotion\*. Grand Rapids: Eerdmans, 2000.](#)
2. [Kauflin, Bob. \*Worship Matters: Leading Others to Encounter the Greatness of God\*. Wheaton: Crossway, 2008.](#)
3. [Peterson, David. \*Engaging with God: A Biblical Theology of Worship\*. Downers Grove: InterVarsity, 2002.](#)
4. [White, James. \*A Brief History of Christian Worship\*. Nashville: Abingdon, 1993.](#)

## RECOMMENDED READING

1. [Banks, Robert. \*Going to Church in the First Century\*. Auburn: Christian Books, 1990.](#)
2. [Lim, Swee Hong, & Lester Ruth. \*Lovin’ On Jesus: A Concise History of Contemporary Worship\*. Nashville: Abingdon, 2017.](#)
3. [Payne, Tony. \*How to Walk Into Church\*. Matthias Media, 2016.](#)
4. [Stanley, Andy. \*Deep & Wide: Creating Churches Unchurched People Love to Attend\*. Grand Rapids: Zondervan, 2016.](#)
5. [Van Opstal, Sandra. \*The Next Worship: Glorifying God in a Diverse World\*. Downers Grove: InterVarsity, 2016.](#)

## COURSE PROCEDURES AND REQUIREMENTS

### *Attendance Policy and Grades*

It is important to arrive on time and be actively engage in every minute (literally, every minute) of class time. Class time is valuable – to you, to your classmates, and to the professor. Class time is thoughtfully prepared by the professor and crafted with intricacy for maximum learning effectiveness.

Students are also expected to login to the E-campus course site regularly and participate in the course activities in a timely manner. If you know you are going to be absent from the course site for more than three or four days, please notify the instructor and group members (if applicable) in advance. Nevertheless, recognize that your grade may be lowered for tardiness or absences at the discretion of the instructor.

Attendance in this course constitutes both 1) coming to class and 2) logging in to the E-campus course site and participating in the online or out-of-class activities assigned throughout the course. Students are responsible for reading and familiarizing themselves with the material posted on the E-campus course site throughout the course.

Student usage of the course site is tracked by the E-campus software and monitored by the professor of the course. Students who need to be absent from the course site for three or more days during a discussion forum activity or required web conference should email the professor in advance of the absence (see Attendance Policy and Grades in this syllabus). Students may email the instructor at any time if they have questions about the course.

### ***Completion of Course Work***

All course work is to be completed by the last day of classes for the term or by the date posted in the course syllabus. Extensions to this time limit will be made only by the academic administration committee. The individual faculty member does not have the authority to grant any extensions of time beyond the last class of the term. Requests for extensions must be made in writing to the committee at least one week prior to the last day of classes. Variance forms for this purpose are available in the academic office or on Missio's website. All requests should specify the reasons for the extension and the length of the extension desired. Requests are not automatically granted.

### **ASSIGNMENT DESCRIPTIONS**

The work to be done is directly related to the course objectives as indicated below.

**Format:** All assignments must be typed using Times New Roman font, size 11 or 12, with 1-inch margins on all sides (no more, no less), and double-spaced (unless otherwise noted). Note that page requirements do not count the title or reference pages, and that no abstracts are required for any of the written assignments.

1. Course objective: Articulate a basic awareness of the backgrounds, theology, history and practice of worship in community.
  - a. **Textbook reading:** The four required textbooks must be read in their entirety according to the assignment due dates in the course schedule provided below (reading may be done before the due date, but if done after, it will be marked down in grade). (*Estimated hours:* 38)
  - b. **Brief interaction papers based on textbook reading:** For portions of each book (as clarified below), a simple interaction paper (one half to one page max, typed and single-spaced) must be turned in as per the course schedule. This format encourages (okay, forces!) you to interact more as you read.

These brief papers will consist of three sections, in a simple "bullet-point" style (see example at the end of this syllabus):

- 1) Significant insights and observations (what struck you most as you read?)
- 2) Important questions and/or disagreements (what do you want to pursue further?)
- 3) The most important thing you got out of the chapter(s).

For Hurtado, write one interaction paper for each of the four chapters.

For Peterson, write one paper for the following chapters: 1+2, 3+4, 5, 6, 7, 8, 9.

For White, write one paper for each chapter, combining the last two (V+VI).

For Kauflin, write one paper for the following group of brief chapters: 1-5, 6-10, 11-17, 18-27, and 28-32.

(*Estimated hours:* 21)

- c. **Video lecture and interaction paper:** Watch the lecture by Lester Ruth, "When the Music Fades: The Overlooked Facets of Contemporary Worship's Historical Development," and write a one page or less interaction paper using the same format as for your textbook reading. <https://vimeo.com/217712311>  
(*Estimated hours:* 2)
2. Course objective: Demonstrate a clear understanding of the exegesis and implications of key New Testament texts relating to worship in community.

- a. **Class attendance:** We will spend a large portion of our class time developing an understanding of the exegesis and implications of key New Testament texts relating to worship in community. Attendance is mandatory; all absences must represent extreme circumstances. (*Class hours:* 26)
  - b. **Brief final paper:** At the end of the course, you must submit a **3-5 page paper** (typed, double-spaced) that is essentially your personal theology and philosophy of worship in community. The goal of the paper is to have you briefly demonstrate your understanding of the biblical basis for corporate worship in all of its aspects, and to share how you are building (or would build) upon this foundation in actual practice. In other words, you are to answer the question, “According to Scripture, why and how are Christians to worship together, and what does (or should) that look like in your ministry setting at this time?” (*Estimated hours:* 6)
3. Course objective: Plan and lead corporate worship in a way that is faithful to Scripture but also sensitive to the current make-up of the congregation as well as the surrounding community.
- a. **Plan and lead worship in class:** You, perhaps along with one or more students, will lead the rest of the class in a brief (no more than 5 minutes) and simple time of worshipping together. Be creative—and don’t limit your thinking to musical aspects of worship. We’ll talk more about this and establish a schedule at our first meeting. (*Estimated hours:* 1)
  - b. **Help plan and lead worship in your ministry setting:** Working closely with the worship leader or pastor in your ministry setting, you must arrange to help plan and lead a time of corporate worship after July 1, but before the final due date for the course, which is July 22 (it may be wise to nail down the date even before the course begins).

The intent of this assignment is to give you exposure to and experience in the whole process of planning and leading worship in community (i.e., familiarizing yourself with what a typical worship pastor or service planning team does on any given week). You will be responsible for such things as:

- 1) Attending all planning meetings, and participating in the process of choosing worship elements (which should include more than singing) and preparing them for use in the service (including technical aspects, such as graphics and video clips).
- 2) Creating—or at least helping to create—the order of worship.
- 3) Rehearsing—or at least observing the rehearsal of—the service team(s) involved.
- 4) Leading a portion (or portions) of the service that you are capable of leading and permitted to lead (i.e., if you are not musical, you are not expected to sing!).

You will then need to **submit the order of worship**, as well as a **1-2 page paper** (typed, double-spaced), evaluating your experience (What did you learn? What went well? What didn’t? What would you do differently next time? Etc.). (*Estimated hours:* 15)

4. Course objective: Evaluate various corporate worship experiences on the basis of biblical principles and cultural sensitivity.
- a. **Evaluate another church’s worship gathering:** After July 1, but no later than July 22, attend the worship service of a church with a different cultural context than your own. Submit a copy of the worship bulletin/program, and a **1-2 page evaluation** (typed, double-spaced) of your experience (What were the strengths? Weaknesses? How would an outsider or unbeliever have responded? How did *you* respond?! What would you have done differently, and why? Etc.). (*Estimated hours:* 2).
5. Course objective: Clarify the need for diversity in worship expressions, with particular emphasis on current cultural challenges.
- a. (4a above relates to this objective as well)

- b. **Dialogue with a diversity of worship leaders:** I will be making arrangements so that each class session will feature at least one pastor or worship leader from a different cultural context. They will share about their ministry, and you will be able to ask them questions to gain a deeper understanding of and appreciation for God’s wonderfully diverse family. *(There is no specific assignment attached to this, apart from class participation.)*
  - c. **Video lectures and interaction papers:** Watch Sandra Van Opstal, “Glorifying God in a Diverse World,” and Russell Moore & Andy Stanley, “Leadership, Preaching, and Cultural Engagement,” and write a one page or less interaction paper for each lecture using the same format as for your textbook reading. <https://vimeo.com/204921897> and <https://www.youtube.com/watch?v=Vho3oF5DJmQ> *(Estimated hours: 2 for each, so 4 total)*
6. Course objective: Model and explain the vital role of personal holiness and effective shepherding on the part of those planning and leading worship in community.
- a. This will be covered in our last class session.
  - b. **Video lecture and interaction paper:** Watch the Calvin Worship Institute panel discussion, “Worship Leader as Pastoral Musician,” and write a one page or less interaction paper using the same format as for your textbook reading. <https://vimeo.com/162688474> *(Estimated hours: 3)*

**COURSE SCHEDULE WITH TOPIC, ASSIGNMENTS, SUBMISSION METHOD, & DUE DATES**

<b>Pre-Course (prior to the first class session on June 24)</b>		
Reading to complete prior to first class session (1a and b): <ul style="list-style-type: none"> <li>• Hurtado (whole book), with four brief interaction papers (one for each chapter), as per the example at the end of syllabus.</li> </ul>	Hard copies in class	Due June 24, as class begins
<b>Session 1 of 5: Monday, June 24 (5:30-10:00pm)</b> <i>Welcome, introductions, and syllabus review</i> <i>Why gather?</i> <i>Discussion of Hurtado</i> <i>Tuning in: Worship in the New Testament world</i>		
Students sign up for leading worship in class (3a)		
Reading for upcoming week (1a and b): <ul style="list-style-type: none"> <li>• Peterson (whole book), with seven brief interaction papers (chs. 1+2, 3+4, 5, 6, 7, 8, 9)</li> </ul>	Hard copies in class	Due July 1, as class begins
Schedule dates for church visit (4a) and for “Help to plan and lead worship in your ministry setting” (3b). Both of these dates must be after July 1 but before July 22.	Confirm in class	Due July 8 as class begins
<b>Session 2 of 5: Monday, July 1 (5:30-10:00pm)</b> <i>Worship led by students</i> <i>Discussion of Peterson</i> <i>Tuning up: Jesus’ teaching on true worship (John 4:19-24)</i> <i>Sneak peak: Glimpses of gathering for worship in the NT &amp; the early Church</i> <i>Cultural perspective – guest lecturer</i>		
Reading for the upcoming week (1a and b): <ul style="list-style-type: none"> <li>• White (whole book), with five brief interaction papers (chs. I, II, III, IV, and V+VI)</li> </ul>	Hard copies in class	Due July 8 as class begins
Video lecture and interaction paper for this week (1c and 5c): <ul style="list-style-type: none"> <li>• Lester Ruth, “When the Music Fades: The Overlooked Facets of Contemporary Worship’s Historical Developments” <a href="https://vimeo.com/217712311">https://vimeo.com/217712311</a></li> </ul>	Hard copy in class	Due July 8 as class begins

<ul style="list-style-type: none"> <li>Russell Moore &amp; Andy Stanley, “Leadership, Preaching, and Cultural Engagement” <a href="https://www.youtube.com/watch?v=Vho3oF5DJmQ">https://www.youtube.com/watch?v=Vho3oF5DJmQ</a></li> </ul>		
<p>“Evaluate another church’s worship gathering” (4a) can be turned in on any of the next three sessions, or by the final due date of July 22 (but not before, so that you can reflect on what you have learned so far.</p>	Hard copy in class, or email to me	Due no later than July 22
<p>Same goes for your project of “Help to plan and lead worship in your ministry setting” (3b).</p>	Hard copy in class, or email to me	Due no later than July 22
<p><b>Session 3 of 5: Monday, July 8 (5:30-10:00pm)</b>  <i>Worship led by students</i>  <i>Discussion of White</i>  <i>Say “Amen!”: Paul’s teaching on worship in community (1 Cor 14)</i>  <i>Is “seeker-sensitivity” still a thing? Should it be?!</i>  <i>Cultural perspective – guest lecturer</i></p>		
<p>Reading for the upcoming week (1a and b):</p> <ul style="list-style-type: none"> <li>Kauflin (whole book), with five brief interaction papers (one for each of the following groups of chapters: 1-5, 6-10, 11-17, 18-27, 28-32).</li> </ul>	Hard copies in class	Due July 15 as class begins
<p>Video lecture and interaction paper for this week (6b):</p> <ul style="list-style-type: none"> <li>Calvin Worship Institute panel discussion, “Worship Leader as Pastoral Musician” <a href="https://vimeo.com/162688474">https://vimeo.com/162688474</a></li> </ul>	Hard copy in class	Due July 15 as class begins
<p><b>Session 4 of 5: Saturday, July 13 (8:30am-4:30pm)</b>  <i>Worship led by students</i>  <i>All told: The activities and characteristics of worship in community</i>  <i>Learning curve: Teaching one another with songs (Col 3:16)</i>  <i>Filled up: Experiencing God as we gather (Eph 5:18-21)</i>  <i>Cultural perspective – one or two guest lecturers</i></p>		
<p>Final video lecture and interaction paper (5c):</p> <ul style="list-style-type: none"> <li>Sandra Van Opstal, “Glorifying God in a Diverse World” <a href="https://vimeo.com/204921897">https://vimeo.com/204921897</a></li> </ul>	Email to me	Due no later than July 22
<p><b>Session 5 of 5: Monday, July 15 (5:30-10:00pm)</b>  <i>Worship led by students</i>  <i>Discussion of Kauflin</i>  <i>Brass tacks: Essentials of planning and leading worship in community</i>  <i>Good shepherds: Worship leaders are really pastors</i>  <i>Cultural perspective – guest lecturer</i></p>		
Brief final paper (2b)	Email to me	Due no later than July 22
<p>Remember also that you’ll need to turn in, either this Monday (July 15) or next Monday (July 22), the following:</p> <ul style="list-style-type: none"> <li>Order of Service and “Evaluate another church’s worship gathering (4a)</li> <li>Order of service and evaluation of “Help plan and lead worship in your ministry setting” (3b)</li> </ul>	Hard copy in class, or email to me	Due no later than July 22
<p><b>FINAL DUE DATE: Monday, July 22, 2019</b>  <i>No class, but all remaining assignments must get to me by the end of this day</i></p>		

1. **Academic Policies:** Students are fully responsible to know and follow all seminary rules, regulations, and deadlines published in the Academic Catalog and all requirements concerning their degree programs. See the e-campus home page.
2. **Course Syllabus:** Students are fully responsible to know and fulfill the requirements stated in the course syllabus. Students should email the professor about issues related to course work and deadlines during the course. See above under “completion of course work” for policies on course extensions.
3. **E-campus Course Site:** Students are fully responsible for course content and materials that are posted on the course site. Students are encouraged to check the course site frequently during the course. Students who experience difficulty accessing or using the E-campus should email [helpdesk@biblical.edu](mailto:helpdesk@biblical.edu) and include their student ID# in their correspondence.
4. **Academic and General Integrity:** As followers of Jesus Christ, we are called to integrity and Christ-likeness in all areas of life. What this means in the academic realm is that the completion of all assignments and assessments are to reflect your own work. Students found guilty of cheating or plagiarism will receive a grade of zero on the assessment and will follow the process outlined in the Academic Catalog. See the Academic Catalog for more information on plagiarism and policies related to cheating and plagiarism.
5. **Student PC Security Statement:** Missio Seminary recognizes the need for computer use throughout the entire educational process today. Computers equipped with Internet access and applications that help deliver information and knowledge are vital. Students are encouraged to bring their electronic computing devices to campus to facilitate their course work and supplemental activities. Given the current climate of online dangers such as viruses, malware, phishing scams, and other related risks it is critical to secure all such devices regardless if they're being used on campus or not. Please take the appropriate steps to safeguard the security of your own electronic devices to protect the integrity of the student network on campus and provide a safe computing environment for everyone to use.

## GRADING SYSTEM

To remain in good academic standing, a student must maintain the grade point average designated for his or her program.

MISSIO SEMINARY GRADING SYSTEM			
A	4.00	93.0 -100	Superior
A-	3.67	90.0 – 92.9	
B+	3.33	87.0 – 89.9	
B	3.00	83.0 – 86.9	Good
B-	2.67	80.0 – 82.9	
C+	2.33	77.0 – 79.9	
C	2.00	73.0 – 76.9	Fair
C-	1.70	70.0 – 72.9	
D+	1.30	67.0 – 69.9	Poor
D	1.00	63.0 – 66.9	
D-	.70	60.0 – 62.9	
F	0.00	00. - 59.9	Failing



## FORMAT FOR BRIEF INTERACTION PAPERS

Name

Date

Title of paper [e.g. "Hurtado, chapter 1"]

Significant insights and observations:

- ?
- ?
- ?
- [Etc. – although be selective, listing only what you feel are the *most* significant. And don't just state the insight or observation – and definitely don't just quote from the chapter(s). Briefly tell me *why* you found the insight or observation significant.]

Important questions and/or disagreements:

- ?
- ?
- ?
- [Etc. – again, focus on the questions or disagreements raised that are most important to *you*, and tell me why! And I won't buy it if you have zero questions or disagreements from the chapter, so come up with at least a few important ones that were raised in your mind.]

The most important thing I got out of the chapter(s):

[Briefly tell me what the main thing is that God is saying to you in the chapter(s). Don't just quote from the book; these should be *your* words, and they should be *action-oriented*—that is, they should reflect what you plan to *do* in response to what you most needed to hear. Got it?]

*And remember: It can be less than one full page, single-spaced, but not more! Again, you'll have to be selective in what you highlight on your page. Enjoy your reading!*