

Worship, Community, Pedagogy

CM 101-3, Fall 2024

Mondays and Wednesdays, 8:30a-9:50a | Schlegel 123

FACILITATOR Marcus A. Hong (mhong@lpts.edu), meetings by appointment

COURSE DESCRIPTION

In this course, we will explore the mutually reinforcing practices of learning and worshiping, including how scripture is studied, learned, and embodied; how church traditions are examined and put into contemporary practice; and how people of all ages are equipped to participate in the life of a faith community, and thus in God's broader work in the world. The course attends to the *praxis*—that is, the theory-informed practice and the practice-grounded theory—of liturgy and pedagogy within communities of faith. We will engage together in lectures, seminar-style discussions, student presentations, leading worship, demonstrating pedagogical practices, and reflecting together on all of these experiences. This course depends heavily on the active participation of its students to encourage an ecumenical environment that respects multiple worship traditions.

PREREQUISITES AND CONCENTRATIONS

No prerequisites. Required for the MDiv degree. Counts toward the Concentration in Educational Ministry (see Dr. Hong for more information).

COURSE OBJECTIVES At the end of the course, students will:

1. have a deepened understanding of the role of *praxis* in teaching and worship and be able to identify key dimensions of growing in these practices in communities of faith, by examining worship and teaching in contexts of diverse congregations and demographics, including the student's own particular traditions and styles;
2. have begun to express a theological perspective on the interrelated pedagogical and liturgical arts, mindful of global, multicultural, multi-religious contexts, by creatively designing, facilitating, and participating in these practices in an ecumenical learning and worshiping community;
3. have considered their own gifts and abilities related to teaching and learning, and facilitating and planning worship, by engaging in personal and communal reflection on the above experiences.

These objectives are in service to the seminary's larger MDiv Student Learning Outcomes, particularly **SLO 5**:

"Students will acquire the knowledge and skill sets necessary for the practice of Christian ministry – as demonstrated by effectiveness in and reflection upon such activities as:

- *Offering leadership that emerges from the framework of a congregation's or organization's communions, confessions, and polity*
- *Preaching, teaching, and leading worship*
- *Praying and teaching others to pray*
- *Leading an organization effectively*
- *Providing public leadership and witness*
- *Inviting others into the Christian faith*
- *Offering pastoral care*
- *Participating in constructive intra-Christian and interreligious engagement."*

COURSE WORK

Specific guidance will be given in class and on Canvas for the required work. The general shape of the work and evaluation are below.

30%	Reading Assignments	<i>5% per Assignment</i>
40%	Teaching and Worship	<i>10% Preparation - Worship/Teaching Materials 10% Teaching - Learning Facilitation 10% Worship - Worship Facilitation 10% Reflection - Reflective Papers</i>
30%	Final Project	<i>5% for Initial Idea 5% for Progress Report 20% for Submitted Project</i>

Grading is provided on a 4-point scale:

- 4 - Outcomes Attended
- 3 - Outcomes Addressed
- 2 - Outcomes Approached
- 1 - Outcomes Absent
- IE - Incomplete or Insufficient Evidence

Generally, an assignment will only receive an exact number (4, 3, 2, 1). Occasionally, if an assignment is genuinely on the border between two points on the scale, it may receive a score along a decimal (3.5, 1.8, etc.).

Once fully calculated, and run through the percentages given above, this 4-point scale translates to the following letter grades:

3.8-4.0 = A	3.1-3.3 = B+	2.1-2.3 = C+	1.1-1.3 = D+
3.4-3.7 = A-	2.8-3.0 = B	1.8-2.0 = C	0.8-1.0 = D
	2.4-2.7 = B-	1.4-1.7 = C-	

COURSE ENGAGEMENT

To encourage careful reading and reflection, as well as high quality, respectful seminar discussion, short assignments will accompany each reading (e.g., answering a question, designing discussion questions, interpreting bulletins, creating artwork, or other reflective exercises). We will use these in class in various ways. Attendance and full participation are assumed.

TEACHING/WORSHIP SESSIONS (PREPARING, DOING, REFLECTING)

With further guidance from the professor, students will 1) work collaboratively to plan and lead worship for the seminary's weekly Wednesday Chapel (noon), with one person taking responsibility for shepherding each worship service to its final form; and 2) that same person will teach a class that ties into and further explores the themes that inspire the worship service.

Logistics of Teaching/Worship

Students will teach on Wednesday (during regular class time), followed by leading worship (at noon). The focus will be on something that helps the class reflect upon a Deep Theme of worship through the lens of two of the multiple intelligences. The chart below offers the four Deep Themes, with attached intelligences, and references to chapters from core materials that explore each theme

Incorporation (Baptism)	Linguistic and Natural	<i>Duck (ch. 9 and 10); Liu and Williams (ch. 9); materials from your denominational tradition(s) that deal with this particular theme.</i>
Communion (Lord's Supper)	Musical and Interpersonal	<i>Duck (ch. 9 and 11); Liu and Williams (ch. 10); materials from your denominational tradition(s) that deal with this particular theme.</i>
Transition (Funeral, Wedding, etc.)	Spatial and Intra-personal	<i>Duck (ch. 12); Liu and Williams (ch. 14); materials from your denominational tradition(s) that deal with this particular theme.</i>
Intercession (Prayer, Lament, Healing)	Bodily-Kinesthetic and Logical-Mathematical	<i>Duck (chp. 13); Liu and Williams (ch. 15); materials from your denominational tradition(s) that deal with this particular theme.</i>

Materials. At the time of teaching/worship, preparation materials (lesson plan/worship materials) need to be provided to the learning community.

Reflection. Individual reflection papers (600 words) from each member of the learning community are due the Monday after each experience.

FINAL PROJECT

Students will design their own final projects. Projects should emphasize the interrelationship of worship and education through the student's developing theological perspective. Consistent with a multiple intelligences approach, the forms of such expression are wide-ranging, from a written project to a set of lesson/worship plans to works of liturgical art.

The work involved should be roughly the equivalent of the time and energy involved in a 20-page research paper (20 to 30 hours of work).

Students must get instructor approval for their projects. They will submit an Initial Idea by October 9, including time and work estimates; a Progress Report is due by 5:00p on Monday, November 11, with a consultation about the project with the professor on November 18. The Initial Idea and the Progress Report factor into the final project grade. ***The Final Project is due Wednesday, December 11, 5:00 p.m.***

BIBLIOGRAPHY (reading will be selected from the following):

Armstrong, Thomas. *Multiple Intelligences in the Classroom.* Alexandria, VA: ASCD, 2000.

***Baum, L. Frank.** *The Wonderful Wizard of Oz.* Chicago: George M. Hill Company, 1900. (but any edition is fine—here is a free electronic version: [Link](#))

Duck, Ruth. *Worship for the Whole People of God: Vital Worship for the 21st Century.* Louisville, KY: Westminster John Knox, 2021 (revised edition).

hooks, bell. *Teaching to Transgress: Education as the Practice of Freedom.* New York: Routledge, 1994.

Liu, Gerald and Khalia J. Williams. *A Worship Workbook: A Practical Guide for Extraordinary Liturgy.* Nashville, TN: Abingdon Press, 2021.

*****Worship Resources from students' tradition.** For students from traditions with written resources, examples would include Book of Worship (UMC/AME/AMEZ), Book of Common Worship and Book of Order (PCUSA), or Book of Common Prayer (Episcopal) as well as various hymnals. Students from traditions without written resources can explore other types of guiding resources.

Electronic Reserve (linked below in schedule)

Wigger, J. Bradley. *The Power of God at Home*, San Francisco: Jossey-Bass, 2003 (selection).

Secondary Bibliography

Available in the library and could be helpful for planning projects or leading worship/teaching.

Campbell, Linda; Bruce Campbell; and Dee Dickinson. *Teaching and Learning through Multiple Intelligences, 3rd edition*. Boston: Allyn & Bacon, 2003.

Costen, Melva. *African American Christian Worship, 2nd ed.* Nashville: Abingdon, 2007.

Freire, Paulo. *Pedagogy of the Oppressed*. New York: Herder and Herder, 1972.

Gopnik, Alison. *The Gardner and the Carpenter: What the New Science of Child Development Tells Us About the Relationship Between Parents and Children*. New York: Picador, 2016 (especially chapters 4-6).

Harris, Maria. *Teaching and Religious Imagination*. New York: Harper & Row, 1987. (especially chapter 2, "Teaching")

Long, Kimberly. *The Worshiping Body: The Art of Leading Worship*. Louisville, KY: Westminster John Knox, 2009.

Murphy, Debra Dean. *Teaching that Transforms: Worship as the Heart of Christian Education*, Grand Rapids, MI: Brazos, 2004.

Tye, Karen. *Basics of Christian Education*. St. Louis: Chalice, 2000. Emphasis is on a general outline of congregational educational ministry.

Wigger, J. Bradley. "Multiple Intelligences: Understanding the Many Ways We Learn," "Learning as We Teach: Christian education is about Teaching Mysteries," and "Why do you Teach?" *The Thoughtful Christian*, 2009.

Wimberly, Anne Streaty. *Soul Stories: African-American Christian Education*. Nashville: Abingdon Press, 1994.

Wimberly, Anne Streaty. *Nurturing Faith & Hope: Black Worship as a Model for Christian Education*. Eugene, OR: Wipf & Stock, 2010

SCHEDULE

SEP 9	<p>“She Was Awakened” Awakening Our Learning Community</p> <ul style="list-style-type: none"> - Storm Watch - Ubuntu - Syllabus 	
SEP 11	<p>“I Might Have Passed My Whole Life...” Praxis, Experience, and Reflection</p> <ul style="list-style-type: none"> - Playdough Genesis - Mystagogical Catechesis 	
SEP 16	<p>“The Yellow Brick Road” Our Journeys and Mind/Heart/Courage in Worship and Teaching</p> <ul style="list-style-type: none"> - Labyrinth - Sharing our Reflections - Mapping our journeys 	<p><i>Due by Class time: Read Baum (all);</i> <i>Assignment on Canvas</i></p>
SEP 18	<p>“Making Ready” Preparations of Various Kinds</p> <ul style="list-style-type: none"> - Liturgy and Home Life - Sharing our Reflections - When You Teach and Lead Worship <p>*Establish Second Half Schedule</p>	<p><i>Due by Class time: Read Wigger (ch. 9) (link in assignment on CANVAS); Liu and Williams (chs. 1, 4 and 19); Duck (ch. 1).</i> <i>Assignment on Canvas</i></p>
SEP 23	<p>“Stuffed with Straw” Embodied Minds and Multiple Intelligences</p> <ul style="list-style-type: none"> - Rhythm Devotion - Multiple Intelligences, Explored 	<p><i>Due by Class time: Read Armstrong (carefully chs. 1-7, 11 and look over the other chapters);</i> <i>Assignment on Canvas</i></p>
SEP 25	<p>“If This Road Goes In, It Must Come Out” Patterns and Rituals</p> <ul style="list-style-type: none"> - MI Call to Worship - The ORDO, Liturgical Time and Worship Flow - Sharing Our Reflections 	<p><i>Due by Class time: Read Duck (ch. 4-8); Liu and Williams (chs. 3, 5, 12, 16, 17, 29-34)</i> <i>Assignment on Canvas</i></p>
SEP 30	<p>“I Should Much Rather Have a Heart” Holiness, Passion, and Presence</p> <ul style="list-style-type: none"> - Embodied Prayer - Sharing our Reflections - Sculptures 	<p><i>Due by Class time: Read hooks (chs. 1, 13, and 14); Duck (chs. 2, 3, and Appendix 1); Liu and Williams (chs. 20-27, 38 and 39)</i> <i>Assignment on Canvas</i></p>
OCT 2	<p>“Life Is Simply Unbearable Without” Courage and Power</p> <ul style="list-style-type: none"> - Praying in Color - Sharing our Reflections 	<p><i>Due by class time: Read hooks (chs. 2, 3, and 12); Duck (ch. 14); Liu and Williams (chs. 28, 37, and Concl.)</i> <i>Assignment on Canvas</i></p>

OCT 7	INCORPORATION and COMMUNION CONSULTATION DAY	<i>Duck (ch. 9, 10, and 11); Liu and Williams (ch. 9 and 10); materials from your denominational tradition(s) that deal with these themes.</i>
OCT 9	FINAL PROJECT INITIAL IDEA SHARING	<i>Submit your final project idea on Canvas and bring it with you to class to share.</i>
OCT 14-16 - NO CLASS - RESEARCH AND STUDY WEEK		
OCT 21	TRANSITION and INTERCESSION CONSULTATION DAY	<i>Duck (ch. 12 and 13); Liu and Williams (ch. 14 and 15); materials from your denominational tradition(s) that deal with this particular theme.</i>
OCT 23	INCORPORATION	
OCT 28	<i>NO CLASS, CHAPEL BALANCE</i>	<i>Incorporation Reflection Due</i>
OCT 30	COMMUNION	
NOV 4	<i>NO CLASS, CHAPEL BALANCE</i>	<i>Communion Reflection Due</i>
NOV 6	TRANSITION	
NOV 11	<i>NO CLASS, CHAPEL BALANCE</i>	<i>Final Project Progress Report Due Transition Reflection Due</i>
NOV 13	INTERCESSION	
NOV 18	FINAL PROJECT CONSULTATIONS WITH INSTRUCTOR	<i>Intercession Reflection Due</i>
NOV 20	<i>NO CLASS - MARCUS OUT OF TOWN</i>	
NOV 25	<i>NO CLASS - FINAL PROJECT WORK DAY</i>	
NOV 27	<i>NO CLASS - THANKSGIVING</i>	
DEC 2	FINAL PROJECT SHARING DAY	
DEC 4	GLEANNING	
DEC 11		<u>Final Projects Due by 5:00pm</u> <i>Ordinarily late projects are not accepted without prior approval from the instructors. Even if granted, project grades can be lowered at the discretion of the professors, typically a full grade per day and with limited feedback for the work.</i>

School Policies (Excerpted from the Faculty Handbook)

Use of Inclusive Language

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. More discussion about inclusive language can be accessed from the Academic Support Center and from the section of the LPTS web site with information for current students.

ACADEMIC HONESTY: All work turned in to the instructor is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language [including A.I. chatbots] or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For the Seminary policy, see the Policy for Academic Honesty in the Student Handbook.

A special form of plagiarism is self-plagiarism or "double-dipping": reusing an assignment written for another course (whether at LPTS or elsewhere) or incorporating a substantial portion of work submitted for another course in an assignment submission.

Special Accommodations

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center during the first two weeks of a semester (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

Citation Policy

Citations in your papers should follow Seminary standards, based on these guides:
American Psychological Association. Publication Manual of the American Psychological Association. 7th ed. Washington, DC: American Psychological Association, 2020.
Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers.* 9th ed. Chicago: University of Chicago Press, 2020.
The Chicago Manual of Style. 17th ed. Chicago: University of Chicago Press, 2017.

Copies of these guides are available at the library and in the Academic Support Center. See also the library's citation help page: <https://lpts.libguides.com/citation>

Attendance Policy

According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. Six or more absences (1/4 of the course) may result in a low or failing grade in the course.