

## **PW1053: INTRODUCTION TO WORSHIP (FALL 2017)**

Louisville Seminary  
Wednesday, 1:30pm-4:20pm  
Fellowship Hall, Caldwell Chapel

### **INSTRUCTOR**

The Rev. Jonathan E. Soyars, Ph.D.  
jsoyars@lpts.edu  
502-992-9370  
Schlegel 316  
Office Hours: by appointment (calendly.com/jsoyars)

### **TEACHING ASSISTANT**

Lindsay Ross-Hunt, M.Div. '18  
lindsay.rosshunt@my.lpts.edu

### **CATALOG COURSE DESCRIPTION**

This course is an introduction to worship that explores biblical, historical, and theological issues that comprise worship in today's Christian churches. Emphasis will be on forming pastors as liturgical theologians who can work like jazz musicians in their particular context, knowing how to improvise within the trajectories of the traditions' structures for vital worship today.

### **LEARNING GOALS**

Upon successful completion of this course, students will be able to:

- ✓ identify and explain historical, cultural, biblical, and theological bases of worship in the Protestant tradition (SLO 2, 3).
- ✓ articulate and defend their own theological construal of the contextual role(s) worship plays in contemporary Christian congregational life (QEP-SLO 2).
- ✓ comfortably and competently develop, lead, and critically reflect upon rites of worship in their own tradition(s) (SLO 5).
- ✓ constructively connect worship to the pastoral and ethical, particularly in the public sphere and in response to issues of injustice (SLO 3, 4).
- ✓ express new learning about worship in Christian traditions other than their own (QEP-SLO 1b) and a non-Christian tradition (QEP-SLO 1a).
- ✓ communicate the value of ongoing ecumenical and interreligious engagement in an increasingly diverse ministerial context (QEP-SLO 3).

### **REQUIRED TEXTS**

- (1) Costen, Melva. *African American Christian Worship*. 2nd ed. Nashville, TN: Abingdon Press, 2007. ISBN: 0687646227.
- (2) Duck, Ruth C. *Worship for the Whole People of God: Vital Worship for the 21st Century*. Louisville, KY: Westminster John Knox Press, 2013. ISBN: 0664234275.
- (3) Long, Kimberly. *The Worshiping Body: The Art of Leading Worship*. Louisville, KY: Westminster John Knox Press, 2009. ISBN: 0664233112.

### **TEXTS ON LIBRARY RESERVE**

- (1) Bell, Catherine. *Ritual: Perspectives and Dimensions*. Rev. ed. New York: Oxford University Press, 2009. ISBN: 0199735107.
- (2) Black, Kathy. *Culturally-Conscious Worship*. St. Louis, MO: Chalice Press, 2000. ISBN: 0827204817.

- (3) Bradshaw, Paul F. *Early Christian Worship: A Basic Introduction to Ideas and Practice*. 2nd ed. Collegeville, MN: Liturgical Press, 2010. ISBN: 0814633668.
- (4) Hughes, Graham. *Worship as Meaning: A Liturgical Theology for Late Modernity*. Cambridge Studies in Christian Doctrine 10. New York: Cambridge University Press, 2003. ISBN: 0521535573.
- (5) Stookey, Laurence Hull. *Let the Whole Church Say Amen!: A Guide for Those Who Pray in Public*. Nashville, TN: Abingdon Press, 2001. ISBN: 0687090776.
- (6) Yee, Russell. *Worship on the Way: Exploring Asian North American Christian Experience*. Valley Forge, PA: Judson Press, 2012. ISBN: 0817017070.

## COURSE REQUIREMENTS

- (1) **Preparation, Attendance, and Participation** (15% of final grade)  
 Success in this course and the caliber of conversation in class depend on the careful advance preparation and thoughtful participation of all participants. Together we will seek to cultivate a brave learning space in which all voices are welcome and all viewpoints charitably and constructively engaged. Appropriate preparation and participation will include leading opening or closing prayer once during the course, as well as attending and providing Peer Feedback on five Chapel worship services. Failure to participate sufficiently or to attend class regularly will impact the final course grade negatively. See the Attendance Policy section below.
- (2) **Traditional Worship Service: Development and Presentation** (3-4 page paper, 10 minute presentation; 25% of final grade)
  - (a) Identify (i) an ethical theme relevant in light of current events and (ii) a worshipping community to whom that theme is particularly important, ideally a community within the primary religious tradition that you inhabit.
  - (b) Creatively develop a thematic 25-30 minute worship service appropriate to that community. Include at least two prayers of your own composition that reflect the chosen theme and community.
  - (c) Compose a one-page leaflet / bulletin / order of worship to guide the worship service.
  - (d) Write a three to four-page paper contextualizing and grounding the thematic worship service that you have developed on appropriate historical, cultural, biblical, and theological bases.
  - (e) Briefly present an explanation of the identified theme and worshipping community together with an overview of the worship service to the class in approximately ten (10) minutes. At least five (5) minutes of the presentation should be drawn from the worship service itself.

The following are due at the start of class on the day of the presentation: (1) leader's directions for the full worship service, including composed prayers; (2) leaflet / bulletin / order of worship; and (3) paper. Please bring enough hard copies of relevant materials for all course participants.

- (3) **Ecumenical Chapel Service: Development, Leadership, and Critical Reflection** (25% of final grade)  
 The class is collectively responsible for leading the Louisville Seminary community in worship over the course of the fall semester in Caldwell Chapel on the following five Thursdays: October 12, October 26, November 2, November 16, and November 30. In

order to fulfill this obligation, students will be divided into small groups of 4-5 persons, and each small group will develop and lead an ecumenical worship service on one assigned Thursday. Attendance is mandatory at all five worship services, even those that your small group is not responsible for planning and leading. Peer Feedback on each of the five Chapel worship services will be due in writing the Wednesday after each Chapel service. This feedback will be anonymized and forwarded to small groups, which will use it as a basis for their own written one-page constructive reflection on their experience of developing and leading worship in the Chapel.

The week prior to the relevant assigned Thursday, a small group will attend the weekly Chapel planning meeting convened on Monday between 10:30am-12:00pm with Prof. Marcus Hong, the Chapel Worship Coordinator, and the Chapel ministers. This meeting is consultative in nature and is intended to provide constructive feedback on plans for Chapel worship that are already developed. In order for that meeting to be successful, small groups must meet prior to it, perhaps multiple times, in order to brainstorm their ideas and to progress meaningfully and demonstrably along the path of preparing their worship service. In short, you should arrive at that meeting with a fully fleshed out plan for worship.

(4) **Field Visit and Report #1: Ecumenical** (4 pages; 10% of final grade)

Discover and attend a principal service in a house of worship belonging to a Christian tradition that differs meaningfully and demonstrably from your own. Thoughtfully observe and, to the greatest degree appropriate and invited, participate in the service. Then write a two-part paper: a one-page description of the service, followed by three pages of historical, cultural, biblical, and theological analysis of it. Integrate and cite course readings as necessary. Some research on the service and/or tradition will likely be needed both prior to and after your visit, in order for you to be an informed guest and your analysis to be rigorous. Students are encouraged to visit sites with a partner, but reports must be written and submitted independently by each person. Field reports will form the basis of class conversation on the two dates that they are due, so bring a hard copy to refer to if necessary. Due date: Oct. 4.

(5) **Field Visit and Report #2: Interreligious** (4 pages; 10% of final grade)

This field visit and report is the same in every way as the ecumenical one described above with one exception: you must discover, attend, and analyze a principal service in a house of worship belonging to a religious tradition other than Christianity. Due date: Nov. 15.

(6) **Final Exam** (length TBD; 15% of final grade)

A take-home final exam will be due at the date/time determined by the Registrar.

### GRADING SCALE

|                  |            |                  |
|------------------|------------|------------------|
| A = 93 and above | B- = 80-82 | D+ = 67-69       |
| A- = 90-92       | C+ = 77-79 | D = 63-66        |
| B+ = 87-89       | C = 73-76  | D- = 60-62       |
| B = 83-86        | C- = 70-76 | F = 59 and below |

### ASSIGNMENT SUBMISSION

All written assignments must be submitted electronically (i.e., as an email attachment) to the Teaching Assistant (not the Instructor!) prior to the beginning of class on the assigned date. Unless indicated in advance, files submitted to the Instructor but not the Teaching Assistant will not be

accepted. Hard copies are not a sufficient alternative or indication of work completed. Any handouts or other printed materials necessary for class presentations must be copied in sufficient numbers for all course participants.

### **DEADLINES / LATE PENALTIES / EXTENSIONS**

All assignments are due on the dates listed in the Course Schedule. Although it cannot be rewarded, early submission is encouraged and appreciated.

Late submission of written course assignments will be accepted with the following penalties: after the beginning of class but within 24 hours, reduction of one full letter grade (i.e., A- to B-); after 24 hours but within 48 hours, reduction of two full letter grades (i.e., A- to C-). Written course assignments submitted over 48 hours late will not be accepted in any circumstances without appropriate documentation and direction from the relevant LPTS administrator. Non-written course requirements, such as class presentations and Chapel worship services, must be completed on the negotiated date and cannot be rescheduled without appropriate documentation and direction from the relevant LPTS administrator in advance.

Extensions to deadlines for written course assignments will only be considered in advance (i.e., prior to a given deadline). They will only be granted in “extraordinary circumstances,” as outlined in the Seminary catalog and according to the procedure explained therein. Truly “extraordinary circumstances” are, by definition, rare.

### **FORMATTING OF WRITTEN ASSIGNMENTS**

The following guidelines must be followed in formatting all written assignments:

- ✓ Title page indicating student name, assignment, course, date.
- ✓ One-inch (1”) margins on top, bottom, left, and right of all pages.
- ✓ All text formatted in Times New Roman 12-point font, black color.
- ✓ One line break between paragraphs, with first lines indented half an inch (0.5”).
- ✓ Double-spaced, except for block quotations, which must be single-spaced and indented half an inch (0.5”).
- ✓ Align all text on the left. Do not right justify any text.
- ✓ Page numbers indicated in Arabic numerals (1, 2, 3...) at the bottom of all pages except title page. The main body of a paper begins with page 1.
- ✓ Bibliography of all works cited, formatted according to Seminary standards and style guide, should be presented on a new page immediately following the final main page of the assignment. If no works are cited, no bibliography is needed.

Electronic files must be saved and submitted in Microsoft Word DOCX format (not PDF).

Improperly formatted assignments will be returned for revision according to the guidelines listed above and resubmission within 24 hours. Assignments that are not promptly revised and resubmitted will not be graded and will earn the grade of zero (0).

### **USE OF INCLUSIVE LANGUAGE<sup>1</sup>**

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

---

<sup>1</sup> The Use of Inclusive Language, Academic Honesty, Special Accommodations, Citation Policy, and Attendance Policy sections are excerpted from the LPTS Faculty Handbook, amended as appropriate.

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 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 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 more information, see the Policy for Academic Honesty in the Student Handbook.

### **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 student papers should follow Seminary standards, which are based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, DC: American Psychological Association, 2010.

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*. 8th ed. Chicago: University of Chicago Press, 2013.

*The Chicago Manual of Style*. 16th ed. Chicago: University of Chicago Press, 2010.

Copies of these guides are available at the library and in the Academic Support Center.

### **ATTENDANCE POLICY**

According to the Seminary catalog, students are expected to attend all class meetings, including the five Chapel sessions on Thursdays that small groups will lead over the course of the semester. In the case of illness or true emergency, students must notify the Teaching Assistant of their absence in writing via email, either prior to the absence or within 24 hours. Any absence that is not sufficiently documented will automatically result in a 10% reduction in the final course grade (i.e., A- to B-). Three or more absences (i.e., 1/4 of the course) will result in a failing course grade.

### **ELECTRONIC DEVICES IN CLASSROOM POLICY**

Out of respect for each other and the learning environment, please refrain from activity on electronic devices that is unrelated to our work together. This policy intentionally allows for electronic engagement with assigned readings and other course materials. However, if you need to

answer email, tweet, post on Instagram, text, return a call, listen to a voicemail, check your stock portfolio, etc., please do so during the break or after class. Repeated violations of this policy will result in a student being asked to leave the classroom for the remainder of the session.

### **EMAIL POLICY**

As outdated as it might seem, the preferred means of electronic communication between students and members of the teaching team outside of class is email. We can only respond to emails sent to our LPTS addresses. Please allow at least 48 hours before following up, especially over a weekend.

### **OFFICE HOURS APPOINTMENT POLICY**

The Instructor is available and eager to meet with students by appointment during regularly scheduled office hours in order to build relationship and support student learning. To schedule an appointment, please visit <https://calendly.com/jsoyars> and make a selection that meets your needs in terms of type, date, and time. If you are unable to keep and must change an appointment, please do so via the message from Calendly that you will receive upon initially scheduling the meeting.

**COURSE SCHEDULE:  
TOPICS, READINGS, AND ASSIGNMENTS**

**(1) 9/13: WELCOME AND OVERVIEW OF COURSE  
WHERE ARE WE COMING FROM? WHERE ARE WE GOING?**

*Reading(s):* None.

*Assignment(s):* Prepare self-introduction.  
Sign up to lead opening / closing prayer.

**(2) 9/20: RITUAL, WORSHIP, AND CHRISTIAN MEANING-MAKING**

*Reading(s):* Bell, Ch. 4: “Basic Genres of Ritual Action” in *Ritual* [on CAMS]  
Duck, Ch. 1: “Understanding Christian Worship: Theological Foundations”  
Hughes, Ch. 1: “Meaning in Worship” in *Worship as Meaning* [on CAMS]

*Assignment(s):* Bring a bulletin / leaflet / outline from a worship service in your tradition.  
Sign up for presentations of Traditional Worship Service.

**(3) 9/27: THE DIVERSE, CULTURED STORIES OF CHRISTIAN WORSHIP**

*Reading(s):* Black, Ch. 4: “Shared Stories, Shared Story” in *Culturally-Conscious Worship* [on CAMS]  
Costen, Ch. 2: “The African Religious Heritage”  
Duck, Ch. 3: “Diverse Worship”  
Yee, Ch. 1: “Culture Matters” in *Worship on the Way* [on reserve]

*Assignment(s):* None.

**(4) 10/4: THE RHYTHMS OF CHRISTIAN WORSHIP**

*Reading(s):* Bradshaw, Ch. 13: “Easter and Pentecost” in *Early Christian Worship* [on CAMS]  
Bradshaw, Ch. 14: “Christmas, Epiphany, and Lent” in *Early Christian Worship* [on CAMS]  
Costen, Ch. 7: “How Music, Preaching, and Prayer Shape Contemporary African American Worship”  
Duck, Ch. 8: “The Word Is Among You: Scripture, the Church Year, Worship, and Preaching”

*Assignment(s):* **Leaders of Chapel worship service #1 attend Monday Chapel meeting  
Field Visit and Report #1: Ecumenical**

**(5) 10/11: ENVISIONING AND GUIDING CHRISTIAN WORSHIP**

*Reading(s):* Duck, Ch. 4: “Planning and Leading Worship”  
Duck, Ch. 6: “Vivid Words for Worship”  
Long, Ch. 4: “The Mouth: Voice and Speech”

*Assignment(s):* **Leaders of Chapel worship service #2 attend Monday Chapel meeting**  
Compose a brief **one-page description** of the patterns of your tradition’s ongoing worship life. These may or may not correspond to the liturgical year.  
**Attend Chapel worship service #1**

*Presentations:* (1) \_\_\_\_\_  
(2) \_\_\_\_\_  
(3) \_\_\_\_\_

**10/18: NO CLASS: RESEARCH AND STUDY WEEK**

**(6) 10/25: EMBODIED CHRISTIAN WORSHIP**

*Reading(s):* Duck, Ch. 2: “Participatory Worship”  
Long, Ch. 2: “The Embodied Nature of Worship”

*Assignment(s):* **Leaders of Chapel worship service #3 attend Monday Chapel meeting**  
**Peer Feedback on Chapel worship service #1**  
**Attend Chapel worship service #2**

*Presentations:* (4) \_\_\_\_\_  
(5) \_\_\_\_\_  
(6) \_\_\_\_\_

**(7) 11/1: PRAYER IN CHRISTIAN WORSHIP**

*Reading(s):* Duck, Ch. 7: “Forms of Prayer and Worship”  
Long, Ch. 7: “The Heart: The Spirituality of the Presider”  
Stookey, Exercise 6: “On Heaping Up Empty Phrases” in *Let the Whole Church Say Amen!* [on CAMS]

*Assignment(s):* **Peer Feedback on Chapel worship service #2**  
**Response by Leaders of Chapel worship service #1 to Peer Feedback**  
**Attend Chapel worship service #3**



*Presentations:* (7) \_\_\_\_\_  
(8) \_\_\_\_\_  
(9) \_\_\_\_\_

**(8) 11/8: SACRED SPACE AND THE AESTHETICS OF CHRISTIAN WORSHIP**

*Reading(s):* Costen, Ch. 3: "Worship in the Invisible Institution"  
Duck, Ch. 5: "The Arts of Worship"  
Long, Ch. 6: "The Feet: Presiding in Sacred Space"

*Assignment(s):* **Leaders of Chapel worship service #4 attend Monday Chapel meeting**  
**Peer Feedback on Chapel worship service #3**  
**Response by Leaders of Chapel worship service #2 to Peer Feedback**

*Presentations:* (10) \_\_\_\_\_  
(11) \_\_\_\_\_  
(12) \_\_\_\_\_

**(9) 11/15: SYMBOLS, SACRAMENTS, AND ORDINANCES OF CHRISTIAN WORSHIP**

*Reading(s):* Costen, Ch. 5: "Rituals, Sacraments, and Ordinances"  
Duck, Ch. 9: "Every Bush Afire with God"  
Duck, Ch. 10: "Baptism: The Foundation of Christian Life and Ministry"  
Duck, Ch. 11: "The Meal of Thanksgiving"  
Yee, Ch. 7: "Wine, Grape Juice, or Tea" in *Worship on the Way* [on reserve]

*Assignment(s):* **Field Visit and Report #2: Interreligious**  
**Response by Leaders of Chapel worship service #3 to Peer Feedback**  
**Attend Chapel worship service #4**

*Presentations:* (13) \_\_\_\_\_  
(14) \_\_\_\_\_  
(15) \_\_\_\_\_

**11/22: NO CLASS: Final Exam Preparation Day**

*Assignment(s):* **Leaders of Chapel worship service #5 attend Monday Chapel meeting**

**(10) 11/29: MAPPING LIFE'S MOMENTS IN CHRISTIAN WORSHIP**

*Reading(s):* Duck, Ch. 12: "Pastoral Liturgies"  
Anderson and Foley, Ch. 7: "Creating New Rituals" in *Mighty Stories, Dangerous Rituals* [on CAMS]  
Long, "The Funeral as Worshipful Drama," in *Accompany Them with Singing* [on reserve]  
Yee, Ch. 6: "Explorations," in *Worship on the Way* [on reserve]

*Assignment(s):* **Peer Feedback on Chapel worship service #4**  
**Attend Chapel worship service #5**

*Presentations:* (16) \_\_\_\_\_  
(17) \_\_\_\_\_  
(18) \_\_\_\_\_

**(11) 12/6: CHRISTIAN WORSHIP AS PUBLIC WITNESS**

*Reading(s):* Costen, Ch. 8: "Worship as Empowerment"  
Stookey, Exercise 14: "The Lost Art of Lament"  
Wannenwetsch, Ch. 1: "Political Worship: Overcoming the Functional Approach" in *Political Worship* [on CAMS]

*Assignment(s):* **Peer Feedback on Chapel worship service #5**  
**Response by Leaders of Chapel worship service #4 to Peer Feedback**

*Presentations:* (19) \_\_\_\_\_  
(20) \_\_\_\_\_  
(21) \_\_\_\_\_

**FINALS WEEK: Take home exam date/time deadline TBD**  
**Response by Leaders of Chapel worship service #5 to Peer Feedback**