

BETHEL UNIVERSITY

**BETHEL
SEMINARY**

ML526

Leading Congregational Worship

SYLLABUS

Professor: Andrew D. Rowell

Term: Fall 2014

Delivery: Traditional

Dates: Thursdays: Sept 4, 11, 18, 25, Oct 2, 9, 16

Time: 9:00 am - 12:00 pm

Location: Seminary Building BSSP 100

Course credits: 1.5

Enrolled: 11 students

BETHEL SEMINARY

Bethel University

3900 Bethel Drive

St. Paul, MN 55112

Description

This course introduces the biblical-theological foundations of Christian worship expressed in diverse public assemblies of the Church. Students will explore their own identity as worshipers of God. The student should come to understand the essence of Christian worship, considering cultural and generational contexts, and grow in one's ability to plan and lead a congregation in worship as the Church develops in the 21st Century.

Instructor Communication Information

Professor Andrew D. Rowell ("Andy")

Instructor of Ministry Leadership

Bethel Seminary

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3949 Bethel Dr

Saint Paul, MN 55112

Office phone: 651.638.6226 (Because I am not great at remembering to check my voicemail, it is better to email me).

Office: Seminary A201

In Moodle, I have chosen the option "forced subscription" for the "General Discussion Forum" so that you receive emails when I "add a new discussion topic" there as a class announcement. It is my way of emailing the class. You can also "reply" in case something needs clarification. Another student may be able to "reply" and help you or I will. These replies send an email to everyone since this is a "forced subscription." If you have a question or resource that all of us might benefit from, you can also post a "discussion topic" in the General Discussion Forum and everyone will be emailed. It is a way for you to email the whole class. If your question is more personal and does not need to be sent to the whole class, please feel free to use my email address: a-rowell@bethel.edu

I do not blog much and you should not feel compelled to watch what I am up to on Twitter or on the blog at all.

Twitter: <https://twitter.com/AndyRowell>

Blog: <http://www.andyrowell.net/>

Facebook: My current policy is not to be Facebook friends with students.

Email and voicemail turn-around times:

- I will return email messages within 48 hours. I would prefer that you not leave voicemails.
- Grading turn-around times: I will try to return all assignments within 2 weeks.

Learning Outcomes:

Upon completing this course, students will be able to...

- 1) Apply Scriptural messages appropriately to contemporary contexts
- 2) Observe and analyze approaches to guiding God's people in community worship, ceremonies, and other events
- 3) Analyze and evaluate one's own cultural framework and assumptions
- 4) Integrate key course concepts into professional practice

Required Resources

Required resources:

Cherry, Constance M. *The Worship Architect: A Blueprint for Designing Culturally Relevant and Biblically Faithful Services*. Grand Rapids, Mich.: Baker Academic, 2010. 978-0801038747

Peterson, Eugene H. *Answering God: The Psalms as Tools for Prayer*. San Francisco: Harper & Row, 1989. 978-0060665128

Articles and selections from books (not including the required texts) will be available on Moodle.

General Activity Guidelines

Total hours: 60

Reading (26 hours)

Classroom hours (7 weeks X 3 hours = 21 hours)

Assignments (13 hours)

Assignments

1. Read and pray 5 Psalms a day in whichever version you like. Every day record a phrase or verse that expressed something you are sensing each day and a comment about why. You may do this in your Bible or in a written or online journal. You will turn this in to me for me to check. You may miss 5 days out of 30. Otherwise, you get a C- or less on this assignment. = *20 minutes per day X 30 = 10.5 hours.*

Psalm Schedule:

9/6/14	5
9/7/14	10
9/8/14	15
9/9/14	20
9/10/14	25
9/11/14	30
9/12/14	35
9/13/14	40
9/14/14	45
9/15/14	50
9/16/14	55
9/17/14	60
9/18/14	65
9/19/14	70
9/20/14	75
9/21/14	80
9/22/14	85
9/23/14	90
9/24/14	95
9/25/14	100
9/26/14	105
9/27/14	110
9/28/14	115
9/29/14	120
9/30/14	125
10/1/14	130
10/2/14	135
10/3/14	140
10/4/14	145
10/5/14	150

2. Write a 795 word (3 page) paper reflecting on Eugene Peterson's book and your experience praying the 150 Psalms in 30 days. How did it form you or change you or educate you about out God? How did it free you to be

expressive or artistic or poetic or wild or personal or emotional? Anglicans believe that praying the Psalter balances, orients, sobers, and calms the mind and soul in a harried world. Pentecostals believe the Psalter indicates we are to enthusiastically express our deepest emotions to God. How might you in leading congregational worship teach people who God is (that he wants to be addressed, that he wants to be conversation with them) and encourage expressive connection with God? = 5 hours

3. 2 responses to *Cherry Worship Architect* reading. (265-400 words (1-1.5 pages) = 2 hours X 2 = 4 hours
4. Reflection on visit to worship service very different from one you are used to. 265-400 words (1-1.5 pages) = 4 hours.

Late Work Policy

Late work will be accepted up to one week with two full letter grade deductions (A to C, etc.). Work that is submitted less than a week late may be accepted for less than a letter grade deduction at the instructor's discretion. Due date extensions with no penalty will only be granted due to the most extreme circumstances and at the discretion of the instructor.

Schedule

Week # and Thursday at 9 am Date	Topic	Reading Due	Paper due
1. Sept 4	Syllabus What is worship for? Introductions		
2. Sept 11	Learning to worship by praying the Psalms	<p>Psalms 1-25 (1.5 hours).</p> <p>Peterson, Introduction – ch. 5, Appendix (1-70, 129-140).</p> <p>Cherry, ch. 9 (125-150).</p> <p>PDF Wright, Introduction and Afterword: 1-12, 171-196.</p> <p>PDF Bonhoeffer, 52-58, 141-162.</p> <p><i>81+25+12+25+27= 170 pages = 5.5 hours + 1.5 Psalms = 7 hours</i></p>	No assignment due.
3. Sept 18	The formational role of worship: order and tradition, the flow of a worship service, Christian year, the Roman Catholic, Lutheran, and Anglican tradition.	<p>Psalms 26-60 (2.5 hours).</p> <p>Peterson, ch. 6 (71-82).</p> <p>Cherry, Introduction – ch. 8., ch. 12, Appendix A and B (xi-122, 205-218, 273-276)</p>	How would today's reading in <i>The Worship Architect</i> regarding a basic structure for worship apply to your current or future role in planning worship?

		<p>11 + 145 pages = 156 pages = 5 hours + 2.5 hours Psalms = 7.5 hours</p>	<p>265-400 words (1-1.5 pages)</p> <p>= 2 hours</p>
4. Sept 25	The expressive role of worship: music, accessibility, participatory, popular, Pentecostal, black, and contemporary worship.	<p>Psalms 61-95 (2.5 hours).</p> <p>Peterson, ch. 8. (95-106)</p> <p>Cherry, ch. 10-11, 13-15. (151-204, 219-272).</p> <p>= 11+53+53=117</p> <p>= 4 hours + 2.5 Psalms</p> <p>= 6.5 hours</p>	<p>How would today's reading in <i>The Worship Architect</i> regarding music, style, and hospitality apply to your current or future role in leading worship?</p> <p>265-400 words (1-1.5 pages)</p> <p>= 2 hours</p>
5. Oct 2	The celebratory and ethical roles of worship: idolatry, The Lord's Supper, and Sabbath	<p>Psalm 96- 130 (2.5 hours).</p> <p>Peterson, ch. 9 (107-121)</p> <p>= 3 hours</p>	
6. Oct 9	Leadership and planning: Guest appearances by worship leaders for panel discussion	<p>Psalms 131-150 (1.5 hours).</p> <p>Peterson, ch. 10. (121-129).</p> <p>= 2 hours</p>	<p>Psalm paper due.</p> <p>= 5 hours</p>
7. Oct 16	Expressive and formational worship in diverse settings: reports from visiting different churches		<p>Reflection due on visit to a different worship service.</p> <p>265-400 words (1-1.5 pages)</p> <p>= 4 hours</p>

Grading

Cherry response 1	20%
Cherry response 2	20%
Psalm reading and paper	40%
Visiting a worship service	20%

<i>Total</i>	<i>100%</i>
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Final Grade Breakdown

Percentage	Point Range	Letter Grade
95.00%	95-100	A
90.00%	90-94	A-
87.00%	87-89	B+
84.00%	84-86	B
80.00%	80-83	B-
77.00%	77-79	C+
72.00%	72-76	C
70.00%	70-71	C-

Diversity of resources and assignments:

Providing a variety of perspectives and giving students relevant assignments is very important to me as a teacher. I desire to give students resources from diverse sources: male and female, different parts of the world, different church and denominational traditions (Lutheran, Mennonite, Baptist, Reformed, etc.), difference social classes, ethnicities, races, large and small church, and city and rural settings. Therefore I am willing to consider substituting required course readings and assignments with other comparable ones if a student would benefit from this. This may also involve the student doing some research in identifying such resources.