Seventh-day Adventist Theological Seminary
Andrews University

PATH 523 Worship: Word & Music

MDiv/MAPM

Summer 2024

David A. Williams, PhD

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	**In-Person,** (Pre & Post Intensive via Zoom)
Class meeting times:	Pre-Intensive: Monday, May 13, **7:00 pm – 8:00 pm. Attendance Required** **Intensive:** Monday –Thursday, June 3–6: **8:30am–12:00pm EDT** **1:30 pm – 5:00 pm EDT*** ***See class schedule for details.** ****This class meets on Memorial Day.** *****This class meets the FULL day on Thursday, June 6*.** Post-Intensive: Monday, June 24, **7:00 pm – 8:00 pm.** **Attendance Required at ONE**
Course Website:	learninghub.andrews.edu
Instructor Telephone:	(o) 269-471-6021, (c) 269-479-2037
Instructor Email:	wdavid@andrews.edu
Office location:	Practical & Applied Theology Suite, S229
Office hours:	By appointment

BULLETIN DESCRIPTION OF COURSE

Explores the theology of worship and the interrelatedness of preaching, music, worship environment and other elements of corporate worship. Various worship styles and practices are considered and principles are presented that guide worship within local contexts.

This course is an introduction to the theological principles and practices of Christian worship and worship music. It establishes a biblical foundation for a theology of worship and liturgy, and the relationship between God's Word and music in the worship experience. The history of Christian worship and music provides the student with a broad perspective when planning worship and dealing with conflict when it arises. The course focuses on pastoral leadership in worship ministry and the central issues involved in effective worship leading and planning. Within the broader context of worship ministry, special emphasis is placed on music's role in diverse worship contexts.

PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. (The full set of program learning outcomes for your degree program is listed in Appendix 3.)

The following NAD Core Quality & Descriptor Student Learning Outcomes (SLOs) —

Worship: Well Prepared Worship Experiences —

contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

I. Describes the biblical foundations for and basic tools of creating inviting church entry points for meaningful congregational gatherings and worship.

II. Articulates Adventist theology and best practices of Adventist congregational worship, and demonstrates growing ability to lead congregational worship.

A. *Adventist theology of corporate worship includes:*
   1. *The relationship between personal and corporate spiritual life;*
   2. *Contextualizing the theology of worship to the congregational context;*

B. *Best practices include:*
   1. *Effectively using Scripture in congregational worship;*
   2. *Exploring the process of transferring personal spiritual practices to congregational life;*
   3. *Serving as spiritual guide in the congregation and fostering rich corporate worship experiences;*
   4. *Facilitating congregational spiritual growth through corporate worship;*
   5. *Forming relationships with those who are like minded and those who differ;*

6. *Providing culturally sensitive worship leadership;*
7. *Working with others to develop a worship service;*
8. *Equipping ministry teams to plan and lead congregational worship;*
9. *Regularly assessing the worship experience*

C. *Includes:*

1. *Analyzing the structure of worship services;*
2. *Identifying the necessary components of an inviting worship service;*
3. *Developing an appealing environment for the worship experience*

COURSE OVERVIEW

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

Date	Time	Total Time	Class Topic	Assignments Due
ALL STUDENTS				
Pre-Session Lectures		10	9 Lectures (10 hours)	
Pre-Session Introduction Zoom Meeting MONDAY 5/13	7:00 pm – 8:00 pm	11	Introduction of Instructor Overview of Course & Syllabus	
Monday 6/3	8:30am– 12:00pm	14.5	Review of Course Assignments Review of Worship & Liturgy	**Pre-Intensive Lecture Viewing Log** **Quizzes 1-5** **DUE Sunday 6/2**
	12:00 – 1:30 pm		Lunch for All: Provided by MAPM	
	1:30– 5:00 pm	18	Lecture: God's Purpose for Music & Musicians Lecture: Worship Committee, Teams & Tools	

	7:00–8:30pm	19.5	Worship on the Beach (or Seminary Chapel)	
Tuesday 6/4	8:30am–10:30am	21.5	Lecture: Worship Ministry & Money	
	10:30am – 11:00am	23	Sound Check in Chapel Rehearsals in Classroom	
	11:30am – 12:30pm	24	Seminary Worship	
	12:30–2:00 pm		Lunch at Cafeteria (reserved room)	
	2:00–5:00 pm	27	Lecture: Moral View of Music	
Wednesday 6/5	8:30am–10:00am	28.5	Lecture: Amoral View of Music	
	10:00a–2:00pm	29.5	Field Trip to Basilica of the Sacred Heart, University of Notre Dame. Service at 11:30, arrive to church no later than 11:15. Plan on 15 min walking time from car. Lunch on your own at Eddy St. Commons.	
	2:00–5:00 pm	32.5	Reflection on Worship at Basilica Lecture: Meaning in Music	
	7:00-8:30 pm	34	Worship through the Sanctuary (Seminary Chapel)	
Thursday 6/6	8:30am–12:00pm	37.5	Lecture: Dynamic View of Music Workshop: Liturgical Limits and Contextual Creativity (“Exploring the challenges and possibilities of intentional worship at YOUR church”)	
	12:00–1:30pm		Lunch at Cafeteria (reserved room)	

	1:30–3:30 pm	39.5	Workshop: Liturgical Limits and Contextual Creativity ("Exploring the challenges and possibilities of intentional worship at YOUR church")	
	3:30–5:00pm	41	**Group Song-writing Praise Session**	**Hymn Draft Due**
Zoom Meeting MONDAY 6/24	7:00 pm – 8:00 pm	42		

MDiv	
Friday, 6/7	**Quiz 6** **Hymn Assignment** **Essay**
Friday, 7/5	**Worship Planning Project**
MAPM	
Monday 6/10	**Quiz 6** **Hymn Assignment**
Monday, 6/17	**Worship Experience Paper**
Monday 6/24	**3 Readings**
Monday, 7/11	**Essay**
Monday, 7/18	**Post-Session Reading Paper (Cherry)**
Monday, 7/25	**Worship Planning Project**

ATTENDANCE

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

STATEMENT ON ANTIRACISM

Andrews University' commitment to being truly anti-racist:

1. *We will only be satisfied when Andrews University is a safe place for all, and we will keep working until we ultimately reach that end.*
2. *We commit to educating our Andrews University community on how to recognize their own unconscious bias and how to listen openly to others.*
3. *We will inspire our Andrews University graduates, our World Changers, to passionately model justice and equity in their own dealings and lead others with integrity, using power to uplift and inspire hope.*

In total, we are fully committed to becoming a truly anti-racist institution. We are committed to seek a world influenced by God's kingdom, a world where humility, compassion and care are central.

COURSE MATERIALS

Required Course Materials

In selecting required and recommended course materials, seek materials that best convey the course content and represent a diversity of approaches in terms of ethnicity, gender, etc. (The ISBN… statement and web address is necessary in all syllabi for all required course materials in order to meet federal regulations.)

- Cherry, Constance M. *The Worship Architect: A Blueprint for Designing Culturally Relevant and Biblically Faithful Services.* **Second ed.** Grand Rapids, MI: Baker Academic, 2021. (311 pp) ISBN: 9781540963888; Print/ebook, new: $29.99.
- NOTICE! Students must get the SECOND EDITION of the textbook.
- This book is also available as a free ebook. To use this book, you may read online. DO NOT check out the book. Otherwise, others will not be able to enjoy this resource. Also, reading online makes the book unavailable to others. Remember to close your browser after you are finished reading online so the next student may read the book.
- https://ebookcentral.proquest.com/lib/andrews-ebooks/detail.action?docID=6699198&query=worship+architect
- From off campus, log in to your AU James White Library (JWL) account. From the JWL landing page, go to "Search & Find." Click "Databases A-Z." On the right (on PC web browser) is "Popular Databases." Choose "Ebook Central (Proquest)." If you have not logged in to your JWL account and you are off campus, you will be prompted to log in. Once at Ebook Central, search for "Worship Architect."

For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore.
The AU bookstore is our contracted source for students to find textbook information as well as textbooks.

PRE-INTENSIVE COURSE REQUIREMENTS

1. **Attend Pre-Intensive Zoom sessions**

2. **Pre-Session Video Log (9 Lectures, 10 hours):**
   All students should take notes for all course lectures.
   Students MUST keep a video log recording when viewing the lectures.
   Keep note of the following information for each log entry:
   1) Each Date
   2) Duration of viewing
   3) Name of lecture
   4) Signature, stating you have watched all the lectures in entirety.

REQUIREMENTS DURING THE INTENSIVE

3. **Attend all class sessions**
   Actively participate in Zoom classroom learning, engaging in class discussion, taking notes, etc.

OTHER COURSE REQUIREMENTS

4. **Attend the Post-Intensive zoom session**

5. **Book Reading Paper, *The Worship Architect*, by Constance Cherry:**
   (SLO 1-2, 4-5; MAPM PO 1-3, 5-6; MDiv PO 3-4)
   Read Constance Cherry's book, *The Worship Architect* (311 pp).
   Write a two-page Reflection: Summarizing your critical evaluation of the reading, giving three major insights you will apply to your ministry.
   Grading Criteria:
   - Summary, evaluation, 3 insights, 2 pages.

6. **Worship Planning Project:**
   (SLO 2-3, 5-6; MAPM PO 1-6, 4; MDiv PO 4)

   Students will plan, execute, and reflect on a worship service. The worship service may be conducted for a Sabbath service (ideally), a vespers, small group, or on social media. Students in ministry together may collaborate on the project.

   MDiv Students will form groups, conducting their worship service for one of the worship services in Summer Session 2.

   This assignment consists of 4 parts:

1. **Worship Order**: This document must include the location, date, time, platform leaders, praise team members, sequence, sequence timing, elements of the service, microphone needs, and special notes for each element. This is to be the internal document to be used by the platform leaders, AV, and praise team. Include all names of worship leaders, elders, pastors, etc. involved in the service at their respective location in the service. Students must follow the Excel template given by the professor. This document MUST fit on ONE landscape printed page. Submit as a PDF.

2. **Theological and Practical Rationale**:
    a. In a separate document write up the description and the theological and practical rationale, giving reference to course material. Give a rationale for the order of worship, and each element of the service. Briefly describe the words, sounds, actions, gestures, and visual aspects involved in each element of the worship service order. Give reasons for your choices given the pastoral issues of the people involved as well as the theological material addressed in the course.
    b. You will be graded on how you creatively incorporate the five-fold biblical pattern of the Sanctuary in the worship service. Give a rationale for the selection of all songs and scripture readings. Pay special attention to the way that each facet of worship (preaching, music, Scripture, symbol, gesture, order of service, etc.) reflects and embodies Adventist Christian beliefs.
    c. A rationale must be given for the macro theology governing the entire service, the theme for the service, as well as each facet of the service (preaching, music, Scripture, symbol, gesture, order of service, etc.). Students must give evidence of the particular topic/themes for the given service, creatively integrating the broader theology of the service with the particulars for the day. Students must creatively incorporate the biblical model for liturgy and worship, as discussed in class, for full credit.
    d. Include in the rationale the manuscript for prayers, transitions, etc. Worship leaders do not have to read word-for-word, but writing this out will help ensure preparedness for worship. These words may be written by the student pastor and given to the worship leaders as ideas or suggestions for their role.
    e. This document is about 4-6 pages.
    f. See example on LearningHub.

Students may email their Schedule and Rationale in advance to the professor for dialogue, help, and support.

3. **Pastor/Elder Evaluation**
    Student will receive feedback and evaluation of the service from a pastor, elder, church member, or even a classmate.
    Evaluation form available on LearningHub.
    SCAN this document and add it to your file for submission.

4. **Reflection**: Include a short reflection of **2 pages** on how you felt the service went, what you would do differently, and how your congregation received the worship experience. The Reflection must be written after the worship service is conducted.

IMPORTANT: Please combine ALL documents into ONE PDF and submit as one document. PLEASE see grading Rubric to aid in the completion of this project.

7. **Hymn Text:**

Each seminarian will compose a single hymn stanza (text, NOT tune), that is, four lines of poetry. The hymn will follow specific conventions of hymnody as shown in class. Groups will decide on an overall theme for the entire hymn text. Groups will create one or two hymns of 2-4 stanzas each. These texts may be combined to a number of tunes in the hymnal, or new music compositions.

FINAL DRAFTS (individual) must be uploaded to LearningHub.

8. **Quizzes:**

Five Quizzes will be given. Quizzes will be based upon the course lectures. Quizzes will be multiple choice, simple answer, and true and false.

9. **Essay:**

Students will choose between and write an essay from the following questions, synthesizing material from the course lectures. Students are encouraged to develop these essays over the course of the semester. Each essay will be 3-4 pages.

1. Discuss the interrelatedness of the sanctuary, Scripture, the Trinity, and the Christian experience of God's presence in worship.

2. Discuss the issue of morality and music, exploring the three approaches, giving your position on the topic.

MAPM ONLY:

10. **3 Readings Combined Paper**

Read the following selections:

1. *Church Manual*, pages 94-95, 121-27, 145, 149, 179-83.
2. Lilianne Doukhan, *In Tune with God*, Chapter 3, pages 42-74.
3. Lim & Ruth, *Lovin' on Jesus*, Chapter 8, pages 121-139.

Write a COMBINED two-page Reflection on the 3 readings:

Summary & critical evaluation of the reading.

Give three major insights you will apply to your ministry.

Grading Criteria:

- Summary, evaluation, 3 insights, 2 pages.

11. **Worship Experience Paper**

This experience consists of the student's personal attendance and presence at an entire service, giving a reflection of a liturgy outside the Adventist tradition. The paper must be based on a participant observation at a Christian liturgy. Past experiences will not be accepted. If a student

is unable to attend the field trip, the student may attend a liturgy at one of the following traditions: Anglican, Disciples of Christ, Episcopalian, Greek Orthodox, Mennonite, Pentecostal, Quaker, Lutheran or Roman Catholic. Students who wish to attend a liturgy in a tradition not listed above need to request permission from the instructor.

You are not required to fully participate in the service, but you must be present during the entire liturgy. Remember to be a respectful guest. If you do take notes during the service, be discreet so as to avoid distracting other worshipers.

During the Intensive, the class will attend a service at the University of Notre Dame.

Reflection (2-3 pages): Briefly answer the following (4) reflection questions:

1. What one aspect of the liturgy did you most appreciate?
2. Based on the learning you have done for this course, what is one way that the congregation might more clearly reflect their beliefs in the way they worship?
3. What is one insight you have gained from your learning that this participant observation helped you to more fully understand?
4. How might this experience change the questions you will ask about the liturgy in your own congregation?

TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for professional masters' degrees (e.g. MDiv)** include 15 instructor contact hours and 30 hours of independent learning activities.
- **Courses for academic masters' (e.g. MA [Religion]) and all doctoral degrees** include 15 instructor contact hours, and 45 hours of independent learning activities.

The calculation of hours is based on the study skills of the average well-prepared graduate student. Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

		MAPM	MDiv
		3 Credits	**2 Credits**
Instructor Contact Hours	**Face to Face Instructional Time**	32 hrs	32 hrs
	Other Instructor-Directed Activities **[Pre-Session] 10 Online Video Lectures: 10 hours**	10 hrs	10 hrs

Independent Learning Activities [Post-Session]	**Reading Paper (Cherry)**	18 hrs	18 hrs
	Song-writing (hymn)	1 hrs	1 hr
	Combined Readings	4 hrs	
	Worship Experience Paper (MDiv, exp only)	5 hrs	1 hr
	Quizzes	5 hrs	5 hr
	Essay	8 hrs	8 hrs
	Worship Planning Project	40 hrs	15 hrs
Total Hours:		**135 hrs**	

SDATS GUIDELINES FOR CALCULATING ASSIGNMENT LOADS

Average reading speed: 15-20 pages/hour for light reading not to be tested on

10-15 pages/hour for heavy reading for exams

Writing time: 2.5 – 3 hours/double spaced page, from start to finished product

Reflective Writing Assignment: 0.5 hour per page

An Online Assignment Load Calculator is available at: www.cte.rice.edu/workload/

GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

Assignment Description	Weighting
Pre/Post Session Zoom Meetings (2)	5%
Pre-Session Video Lecture Log	5%
Pre-Session 3 Readings Combined Paper	10%
Worship Experience Paper	5%
Worship Planning Project	30%
Book Reading Paper (Cherry)	10%
Songwriting (hymn text)	5%

Quizzes	10%
Two Essays	20%

* For grading rubrics that specify grading criteria in more detail, see Appendices.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

AU Incomplete Policy

"An Incomplete (I) indicates that the student's work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued." DGs are not an option for most types of courses.

Criteria for Grades

- Critical engagement with course material. Demonstrate that you have critically read the required reading and have thoughtfully processed classroom lectures and discussions. You can only be graded on knowledge that is apparent in the assessments you submit.
- Creative integration of course material and ministry praxis. Provide evidence that you understand the relationship between course material and your worship ministry practices. Apply theoretical and theological material in a way that indicates pastoral sensitivity regarding the people you serve in a given context.
- Excellent language and grammar. Such students are advised to seek assistance from Andrews University's writing lab or secure the services of a professional academic editor prior to the submission of their assessment.
- Evidence of focused and thorough attention to assignment guidelines. Be sure to follow the guidelines provided and answer the questions asked. **You cannot receive credit for writing that does not contribute, in a focused way, to the assignment**.

Paper Standards

- **All papers must be submitted electronically.**
- **Font**: All type-written assignments must be in Times New Roman font, 12 pt, Double-spaced.
- **Papers must be submitted in MS Word (.docx) format or Portable Document Format (PDF).** The Worship Schedule and the Reading/Viewing Logs require the PDF format.
- **Document titles:** Please include your name and title of the assignment, such as Williams–Worship Rationale.docx.

Submission of Assignments

- All assignments are to be uploaded to Learning Hub. Do NOT email your assignments. If Learning Hub is down, please contact the instructor. If Learning Hub fails at the time of your due date, your email will verify that you contacted the instructor. When Learning Hub comes available again, you can submit your assignment without penalty.

Late Submission

- Because student assignments are an essential part of class activities, assignments turned in after the time they are due will incur a loss of 10% per day. Any requests for extra time on an assignment must be made in advance with the professor. Such requests should be a rarity and should be accompanied by a valid reason why the work could not be done by the date due.

ABOUT YOUR INSTRUCTOR

David A. Williams *is Assistant Professor of Worship and Sacred Music in Christian Ministry at the Seventh-day Adventist Theological Seminary. In 2018 he completed a PhD in Church History, Sacred Music History, and Theological Studies at Andrews University. His dissertation was entitled, "Worship Music as Spiritual Identity: An Examination of Music in the Liturgy among Black and White Adventists in the United States from 1840 to 1944."*

David is also a professional musician, having received a Master of Sacred Music in 2010 from the University of Notre Dame in liturgical history, sacred music history, and organ performance. He earned a Bachelor of Arts in Theology and a Bachelor of Science in Organ Performance from Southern Adventist University in 2005. He has studied extensively in Europe with leading artists in organ, additionally spending a year in the Netherlands receiving instruction from Sietze de Vries in improvisation. He performs regularly, seeking to engage audiences through historical literature, improvisation, and congregational singing.

David ministered as a pastor in the Rocky Mountain Conference, gaining experience serving youth, directing worship and music, and leading as senior pastor. He has been called upon as speaker for youth meetings in Colorado and The Netherlands, and lecturer on worship and across North America.

He directs worship for the Seminary and conducts the Seminary Chorus. He is also director of the Andrews University International Center for Worship & Music. He also serves as Assistant Pastor for Worship and Music for the South Bend First Seventh-day Adventist Church. He chairs the board of the Michiana Center for Music, an urban center of influence and ministry of the South Bend First church, which seeks to provide a place for music-making, music lessons for children, and access to world-class instruments for students and persons who are disadvantaged in the community.

His wife, Lorelei, is a Women's Health Nurse Practitioner in South Bend. They are blessed to enjoy their daughter, Liliana Marie (2014), and son, Samuel David (2021). In 2021, they moved to their new home in

Berrien Springs. David is excited to be closer to work, colleagues, and his students. He enjoys trail running, mountain biking, Apple, and is an avid Denver Broncos fan.

OTHER COURSE-RELATED POLICIES

Academic Integrity

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
    - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
    - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;
- Assisting another in acts of academic dishonesty
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: https://www.andrews.edu/academics/academic_integrity.html

Academic Accommodations

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Use of Electronics

The seminary-voted statement regarding recording of course lectures is below:

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

Communications and Updates

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

LearningHub Access

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with LearningHub.

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	

Emergency Protocol

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at www.learninghub.andrews.edu .

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

Insert the grade scale used for this course. For example:

93-100%	A	83-86%	B	73-76%	C
90-93%	A-	80-82%	B-	70-72%	C-
87-89%	B+	77-79%	C+	60-69%	D

THE B GRADE

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the

knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

THE A GRADE

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

THE F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed.

APPENDIX 2: WORSHIP PLANNIG PROJECT RUBRIC

For other assignment rubrics, please see LearningHub.

Criteria	Outstanding (5)	Proficient (4)	Acceptable (3)	Needs Improvement (2)	Unsatisfactory (1)	Failing (0)	Score

Rationale Document	Dynamically expresses biblical & Adventist theology; integrates sermonic theme; excellent logical, intentional, & creative plan	Adequately demonstrates biblical/Adv. theology, connects to sermon, good logical & intentional planning	Moderately expresses theology of worship, connects to sermon, moderate creativity, intentionality	Theological foundations inadequate, does not connect well with the sermon, minimal to no creativity or intentionality	Poor theological implementation or integration, unrelated to theme, lack of planning	Completely unprepared or missing rationale entirely.	**15%**
Delivery	Dynamic delivery, Internalized language, engages with congregation, confident, natural voice & gestures, well-prepared	Good presentation, mostly confident, overall good tone and gestures, appeared prepared	Moderate leadership delivery; a few awkward tones, gestures, or words, indicating more need for rehearsal	Leadership was awkward, disconnect, or inappropriate. Much more rehearsal needed.	Poor delivery	Completely unacceptable performance.	**15%**
Scripture	Memorable, creative, inclusive participation, effective, foundational to service	Good use of Scripture and some creativity and participation involved.	Scripture provided a foundational role in the service	Lacking creativity in using Scripture, Scripture not foundational	Scripture unimportant, poorly utilized or disrespected.	Scripture absent or completely dishonored.	**5%**
Prayer	Profoundly spiritual, intentional invocations, petitions, benedictions	Good use of prayer in service, encouraging spiritual life.	Prayers facilitate corporate communication with God.	Prayers lack purpose, and/or spirit.	Poor prayers that are cheap, wooden, or unprepared; not spiritual.	Completely unprepared and disconnected with the Spirit.	**5%**
Music	Dynamic and creative use of music, musicians well prepared	Creative use of music; musicians prepared.	Moderate implementation & use of music, musicians moderately prepared	Music and musicians require more preparation or require a different selection of music.	Music & musicians quality poor.	Music and/or musicians' performance unacceptable.	**10%**
Culture	Deep respect and sensitivity to the local context, represents & includes congregation in delivery & content	Thoughtful cultural awareness, including good representation in delivery	Culturally appropriate service, with some representation in delivery & content	Lacking cultural sensitivity, and little diversity of representation	No cultural sensitivity, inclusion or representation	Culturally insensitive and out of touch	**10%**

Environment	Exudes joy & reverence, meets human need, demonstrates genuineness, spirituality, and relationality	A hopeful service, relates to human need, promoting relationships	A positive service, some relevance to need, with minimal relationship building.	Service lacks joy or reverence, may not meet human need, lacks genuineness, or relationship	Poor worship environment, irrelevant, pretentious, lacking positive relationship building	Completely dead service	**10%**
Collaboration	Actively works well with others	Works well with others	Moderately works well with others	Works poorly with others	Very difficult to work with	Does not work with others at all.	**5%**
	Effective & clear communication	Good communication	Moderate communication	Poor communication	Little to no communication	No communication	**5%**
	Effectively utilizes worship schedule or PCO to communicate and organize service	All necessary AV & service information communicated and organized	Most AV & service info organized & communicated through PCO or schedule	Missing some details in PCO or schedule	Little to no information provided in PCO or schedule	No worship schedule or PCO	**5%**
Assessment	Insightful 2-page reflection on the service: How did the service go? How was it received? What would you do differently?	A good reflection is given. Addresses questions adequately.	A moderate reflection is given in 1.5 pages.	Paper needs more serious reflection or less than 1 page.	Little to no reflection is given.	No reflection given.	**10%**
	Evaluation/Feedback Form					No feedback form submitted.	**5%**

PATH 523 Two Essays Rubric:

1. Discuss the interrelatedness of the sanctuary, Scripture, the Trinity, and the Christian experience of God's presence in worship.						
2. Discuss the issue of morality and music, exploring the three approaches, giving your position on the topic.						
1	Outstanding 9-10%	Proficient 7-8%	Acceptable 5-6%	Needs Improvement 3-4%	Unsatisfactory 1-2%	Failing 0%
Argumentation	Well articulated argument throughout					
Moral	Clearly discusses the moral argument					
Amoral	Clearly discusses the amoral argument					
Dynamic	Clearly discusses the dynamic position					
Position	Thoughtfully defends one's own position (1 of 3, or something else)					
2						
Sanctuary	Articulates reality of sanctuary & its meaning for worship					
Scripture	Clearly interrelates Scripture with work of Trinity and Presence					
Trinity	Interrelates trinity with sanctuary, scripture, & presence					
Presence	Articulates Presence relationally in Word & Spirit					
Experience	Clearly discusses the Christian experience of worship as articulated by the 4 principles above.					

APPENDIX 3: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

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