

CHMN 523

# WORSHIP: WORD AND MUSIC

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*David Williams, PhD*



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# Andrews University

CHMN 523

## WORSHIP: WORD AND MUSIC

SUMMER SEMESTER 2019

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### GENERAL CLASS INFORMATION

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Class acronym:	CHMN523
Class Name:	Worship: Word and Music
Semester & Year:	Summer Semester, 2019
Class location:	Chan Shun Hall, Garber Auditorium
Class time/day:	<b>Sunday 3-7 pm;</b> Monday: 8-12 noon; 1:30-6:30 p.m. Tuesday: 8-12 noon; 2:00-8:00 p.m. Wednesday: 8-12 noon; 1:30-6:00 p.m. Thursday: 8-12 noon; 1:30-3:30 p.m.
Credits offered:	2-3

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### INSTRUCTOR CONTACT

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Instructor:	David A. Williams, PhD
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Email:	wdavid@andrews.edu
Office location:	Christian Ministry Suite, S229
Office hours:	By appointment

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### COURSE DESCRIPTION

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#### ***CHMN523 Worship: Word and Music***

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.

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## SYLLABUS REVISION STATEMENT

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The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

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## OUTCOMES

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### ***MA in Pastoral Ministry (MAPM) English & Spanish Program Outcomes (PO)***

1. Delivers effective biblically based sermons.
2. Demonstrates proper biblical interpretation skills.
3. Understands the historical–theological development of the Adventist Church.
4. Capable of training church members for evangelism.
5. Demonstrates an understanding of how to empower church members for leadership.
6. Capable of reaching specific social groups.

### ***Masters of Divinity (MDIV) Program Outcomes***

1. Demonstrate spiritual growth through the use of spiritual disciplines.
2. Explain Scripture in an exegetically and theologically sound manner from an Adventist perspective.
3. Engage in biblical and theological reflection as the basis for ministry.
4. Design and lead biblically, theologically sound and contextually relevant public worships that incorporate calls to a decision for Christ and membership in the Seventh-day Adventist Church community.
5. Apply the principles of pastoral care to all aspects of ministry.
6. Equip congregations for effective, ethnic, and cross-cultural mission and ministry.
7. Demonstrate advanced understanding of Christian history; Seventh-day Adventist history; theology and practice; and the influence of Ellen G. White on Adventist history, theology, and lifestyle.

### ***MA in Youth and Young Adult Ministry (MAYYAM) Program Outcomes***

1. Articulates effectively a theology and philosophy of youth ministry.
2. Uses appropriate methodologies to disciple youth and young adults.
3. Understands youth and young adult culture relevant to its application in the biblical discipleship process.
4. Engages consistently in biblical devotional habits to be open to the transforming work of the Holy Spirit in his or her life.
5. Develops youth ministry for the broader church.
6. Advocates for youth and young adults and for effective ministries for them.

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## STUDENT LEARNING OUTCOMES (SLO)

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### The student should be able to:

1. Explain a theology of worship, liturgy, music and worship ministry from Scripture and Ellen White.
2. Possess principles and methods for planning corporate worship.
3. Plan a meaningful worship experience for a diverse congregation.
4. Experience and reflect upon worship outside of the Adventist context.
5. Develop greater personal biblical and spiritual growth in personal and corporate worship.
6. Know how to evaluate and teach the faith through worship practices.

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## TEXTBOOKS, RECOMMENDED READINGS AND SELECTED BIBLIOGRAPHY

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### Required:

1. Cherry, Constance M. *The Worship Architect: A Blueprint for Designing Culturally Relevant and Biblically Faithful Services*. Grand Rapids, MI: Baker Academic, 2010. (320 pp) **(Only for those taking the course for 3-credits—this is all MAPM students.)**
2. Doukhan, Lilianne. *In Tune with God*. Hagerstown, MD: Autumn House Publishing, 2010. (300 pp)
3. Read the following pages from the *Church Manual*: 94-95, 121-27, 145, 149, 179-83.

### Recommended:

The selected bibliography at the end of this syllabus provides further reading that may be useful, depending on your particular ministry needs and interests.

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#### PRE-INTENSIVE REQUIREMENT DETAILS

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**(See Assessment Guidelines, beginning on p. 9, for more information)**

1. Read the following books:

Doukhan, Lilianne. *In Tune with God*. Hagerstown, MD: Autumn House Publishing, 2010. (300 pp) **20 hours**

2. Read the following pages from the *Church Manual*: 94-95, 121-27, 145, 149, 179-83.

**See pp 11-12 regarding how to log your reading and engage in online discussion.**

3. See pp 11-12 for information about pre-intensive lectures and quizzes.

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#### REQUIREMENTS DURING COURSE INTENSIVE

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**See pages 7 – 8.**

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#### POST-INTENSIVE REQUIREMENT DETAILS

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(3-Credit) Read the following book (see page 17):

Cherry, Constance M. *The Worship Architect: A Blueprint for Designing Culturally Relevant and Biblically Faithful Services*. Grand Rapids, MI: Baker Academic, 2010. (320 pp) **20 hours.**

**All Students: See pages 13-16 for additional assignments**

Intensive Class Schedule			
Schedule for class meetings: June 2-6, 2019			
			Running total
Sunday	3-7 p.m.	4 hours 4	4
Monday	8:00-12:00 p.m. 1:30-6:00 p.m.	4 hours 4.5 hours 8.5	12.5
Tuesday	8:00-12:00 p.m. 2:00-8:00 p.m.	4 hours 4 hours 8	20.5
Wednesday	8:00-12:00 p.m. 1:30-6:00 p.m.	4 hours 4.5 hours 8.5	29
Thursday	8:00-12:00 p.m. 1:30-3:30 p.m.	4 hours 2 hours 6	35
Pre-session	Lectures to be viewed on Learning Hub	10 hours 10	45

### Credit-Hour Definitions

A professional 3-credit course taken at the Seventh-day Adventist Theological Seminary requires a total of 135 hours for course lectures, reading requirements and written assignments.

Estimated Time for this Class—MAPM---3 credit (135 hours)		
Class Lectures face to face	35	45 hours total
Pre-Session Online Lectures	10	
Independent Completion of Assignments		
Pre-Intensive Reading/Online Discussion	21 hours	
Quizzes	5 hours	
Hymn Text	1 hour	
Online Final Exam	5 hours	
Post-Intensive Reading/Online Discussion	20 hours	
Worship Planning Project	35 hours	
Worship Experience Paper/Field Trip	3 hours	
Total Hours	135 hours	

GUIDELINES FOR SPECIFIC ASSIGNMENTS	
Average reading speed:	15-20 pages/hour for light reading not to be tested on
	10-15 pages/hour for heavy reading for exams or Bible Commentaries
Writing time:	2.5 – 3 hours/double spaced page, from start to finished product
Reflective Writing Assignment:	0.5 hour per page

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**TOPICS AND ASSIGNMENTS**

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Date	Time	Total Time	Class Topic	Assignments Due
Pre-Session Lectures		10	Lectures Log <i>Church Manual</i> <i>Doukhan, In Tune with God</i>	May 19: First Online Doukhan Discussion
Sunday 5/26/19	3:00–7:00 pm	14	Worship Planning Project Local Bulletins & 5-fold Pattern Getting Practical Hymn Assignment	<b>Pre-Session Work Due:</b> <b>1. Church Manual Reflection</b> <b>2. Doukhan Log/Disc.</b> <b>3. Quizzes 1-6</b>
Monday 5/27/19	8:00-10:00 am	16	11. Enlivening Scripture in Worship Ethics & Creativity in Music	
	10:00 am-12:00 pm	18	12. God’s Purpose for Music & Musicians Using the Hymnal	
	1:30-3:30 pm	20	13. Worship Ministry Selecting Music for a Traditional Service	
	3:30-5:00 pm	21.5	“In the Name of God” video Group Discussion	
	5:00-6:00 pm	22.5	14. Worship Committees & Teams Selecting Music for a Song Set	
Tuesday 5/28/19	8:00-9:00 am	23.5	Review of Hymns	<b>Rough Draft of Hymn</b>
	9:00-11:00	25.5	15. Effect of Music A	

Tuesday 5/28/19	11:30 am- 12:20 pm	26.5	<b>Seminary Tuesday Worship</b> (Pastor Jared Nudd, Reciting Mark 11-16) (Some in our class will lead music, prayer, etc)	
	12:30- 2:00 pm		MAPM Fellowship Lunch	
	2:00–4:00 pm	28.5	15, cont. Effect of Music B	
	4:00–6:00 pm	30.5	16: Meaning in Music Selecting Music for a Convergent Service	
Wednesday 5/29/19	8:00– 10:00 am	32.5	17. Morality & Music	
	10:00 am- 2:00 pm	34	<b>Field Trip to Basilica of the Sacred Heart,</b> University of Notre Dame for Daily Mass at 11:30 pm (load bus at 10:15 am) Lunch on your own at Eddy St. Commons	
	2:00–3:00	35	Discussion on Worship Experience	
	3:00-4:30	36.5	18. Dynamics of Art	
	4:30–6:00 pm	38	Group Discussion Class Discussion	<b>4. Quiz 7</b>
Thursday 5/30/19	8:00- 11:00 am	41	Class Discussion on Issues in Music	<b>5. Final Draft of Hymn</b>
	11:00 am- 12:00 pm	42	Getting Practical: Creative Liturgy	
	1:00-3:00 pm	44	<b>Final Exam</b>	
	3:00–4:00 pm	45	Hymn-sing at Seminary Chapel	
Friday, 6/7/19			<b>6. Lecture Notes</b>	
Friday, 7/12/19			<b>7. Worship Experience Paper (3-Credit)</b>	
Friday, 7/19/19			<b>8. Post-Session Book (Cherry) (3-Credit)/Discussion</b>	



Friday, 8/2/19	<b>9. Worship Planning Project</b>
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## GRADING AND ASSESSMENT

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### Credit-Hour Definitions

A professional 3-credit course taken at the Seventh-day Adventist Theological Seminary requires a total of 135 hours for course lectures, reading requirements and written assignments. For this course, the instructor estimates that the total hours will be distributed in the following activities:

	<b>MAPM/MDiv 3-credit</b>	<b>MDiv/MAYYAM 2-credit</b>
• Pre-Session Lectures:	10 hours	10 hours
• Pre-Session <i>Church Manual</i> Reflection	1 hour	1 hour
• Pre-Session Book (Doukhan)/Discussion	20 hours	20 hours
• Hymn Text	1 hour	1 hour
• Class Lectures:	35 hours	35 hours
• Final Exam:	5 hours	5 hours
• Quizzes:	5 hours	5 hours
• Worship Planning Project:	35 hours	10 hours
• Worship Reflection Paper:	3 hours	3 hours
• Post-Session Book (Cherry)/Discussion	20 hours	
<b>Total:</b>	<b>135 hours</b>	<b>90 hours</b>

### 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. Whenever referencing assigned reading, you must **indicate the author and page number(s)** – e.g., “(Doukhan, 17).”
- 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. There is an expectation that a person who holds a Master’s degree will have advanced written language skills, particularly in the language in which their Master’s was taught. Thus, no special consideration will be given to students who speak English as a second language or native-English speakers who struggle with written English. 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. Assessment items in this course are designed to facilitate critical thinking about the central issues that shape worship ministry praxis. 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.
- **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.
- **Plagiarism will NOT be tolerated.** All sources must be adequately cited. Plagiarism will result in an F in the course. Please use the following guideline for in-text citation: Any idea that does not belong to the student must be cited. As a general rule, it is better to summarize a statement from a source than to quote. Summaries and quotations of other’s thoughts must be cited. The proper format is: **Statement (Source, Page number).** Direct quotation: “A quotation without citation is plagiarism” (Williams, 8). Summarized statement: Professors at Andrews University teach that it is plagiarism when a source is used without giving proper citation (Williams, 8).

## Assessment Submission

**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

Late assignments incur a loss of 10% per day.

## Grading Scale

100-93%	A	82-80%	B-	69-60%	D
92-90%	A-	79-77%	C+	59-0%	F
89-87%	B+	76-73%	C		
86-83%	B	72-70%	C-		

**3-Credit Course Assessment Points**

1.	Pre-Session <i>Church Manual</i> /Discussion	5%
2.	Pre-Session Book (Doukhan)/Discussion	10%
3.	Lecture Notes	10%
4.	Hymn Composition	5%
5.	Quizzes	10%
6.	Final Exam	20%
7.	Worship Planning Project	25%
8.	Worship Experience Reflection	5%
9.	Post-Session Book (Cherry)/Discussion	10%
<b>Total</b>		<b>100%</b>

**2-Credit Course Assessment Points**

1.	Pre-Session <i>Church Manual</i> /Discussion	5%
2.	Pre-Session Book (Doukhan)/Discussion	10%
3.	Lecture Notes	10%
4.	Hymn Composition	5%
5.	Quizzes	15%
6.	Final Exam	25%
7.	Worship Planning Project	25%
8.	Worship Experience Reflection	5%
<b>Total</b>		<b>100%</b>

**Note:**

The readings are intended to help you process and apply course reading. You are not expected to agree with everything advocated by assigned and recommended authors. You are expected to critically engage with the authors' proposals and assess their relevance for your ministry context.

**Reading/Video Logs:**

All reading assignments require a reading log in which the seminarian records the date, pages and time spent reading. An excel template will be provided on Learning Hub. Please submit document as PDF.

Example:

(Your Name)			
CHMN523 "Worship: Word & Music			
<u>Date:</u>		<u>Assignment:</u>	
(Due Date)		Reading Report	
<u>Title of book/article, volume, pages:</u>	<u>Pages Read:</u>	<u>Date:</u>	<u>Hours</u>
(Insert as many rows as you need)			
<b>GRAND TOTALS:</b>		<b>xxx pages</b>	<b>xx hours</b>
I certify that all of the above information is true and accurate.			
Signature:		Date:	
Three (3) discussion questions (Doukhan ONLY):			

### **Pre/Post Session ONLINE Discussions**

ONLINE Discussions are required for the Pre- and Post-Session BOOK Readings:

Pre-Session:

1. Book: Doukhan, *In Tune with God*

Post-Session:

1. Book: Cherry, *The Worship Architect*

It is essential and imperative that you have completed Pre-Session readings, reading logs, and discussions online BEFORE the Intensive.

For each of the reading assignments, please complete a reading log for each date, time, duration, and pages, signing the integrity stating that you have completed the reading.

**1. Pre-Session Church Manual, selected pages (94-95, 121-27, 145, 149, 179-83) (1 hour reading total):**

(SLO 1-2, 4-5; MAPM PO 1-3; MDiv PO 3-4, 6-7; MAYYAM PO 2-5)

Read the ALL the pages regarding worship in the 2016 *Church Manual*.

Write a 1-page Reflection on how this reading will help you in your ministry.

**2. Pre-Session Book, *In Tune with God*, by Lilianne Doukhan (20 hours reading):**

(SLO 1-2, 4-5; MAPM PO 1-3, 5-6; MDiv PO 3-4, 6-7; MAYYAM PO 2-5)

Read Lilianne Doukhan's book, *In Tune with God* (300 pages). The book is organized in five major sections. Seminarians should spend adequate time to especially understand the first two sections. Keep a reading log, recording pages read, dates read, and cumulate hours.

- 50 points total
- 35 points for Log

- 15 points for Online Discussion: Students must give a video, audio, or type-written synopsis of the book and give a discussion question to your colleagues. This question should prompt active conversation, analysis, synthesis, or application. They should not be simplistic right/wrong, yes/no type of answers (5 pts). Students must give video, audio, or textual feedback to TWO other students (10 pts, 5 pts each).

3. **Pre-Session Lectures (10 hours)**

(SLO 1-2, 4-6; MAPM PO 1-2, 5-6; MDIV PO 1-3, 5-7; MAYYAM PO 1-6)

Students will view and take active notes on 10 pre-session lectures. These lectures must be included in course lecture notes.

4. **Lecture Notes**

(SLO 1-2, 4-6; MAPM PO 1-2, 5-6; MDIV PO 1-3, 5-7; MAYYAM PO 1-6)

All students must take notes for all lectures, including the online video lectures.

- Notes must represent student's own writing, not only verbatim from the lectures.
- Not all notes must be in sentence form, though they should be substantial enough to recall the information.

Notes must be type-written and submitted to Turn-It-In. 100 points

\*\*\*Students will receive 2.5% extra credit points by first hand-writing all notes, then typing them into digital notes. This method encourages the student to actively engage with the course material twice, helping internalize the content.

5. **Quizzes**

(SLO 1-2, 5; MAPM PO 2-6; MDiv PO 1-4, 6-7; MAYYAM PO 1-6)

During the pre-intensive time, Quizzes 1-6 must be taken corresponding with lecture content.

Each quiz allows 2 attempts. Quizzes will be based upon the lectures. Quiz 7 will be made available during the intensive.

Quiz length will vary depending on the content. Some review questions will regularly be given. They will feature multiple choice, simple answer, and true and false.

The quizzes are designed to prepare the student for the final exam.

6. **Hymn Composition**

(SLO 3, 5; MAPM PO 1-2; 5-6; MDiv PO 1-4; 7; MAYYAM PO 2-4)

Students will be asked to compose a hymn (text, NOT tune) following specific conventions of hymnody: Long Meter, Iambic Tetrameter, Four Lines, with a Rhyme Scheme of AABB. A need exists for new hymn texts to be written that are relevant for the present culture and are biblically and theologically sound. Today's seminarians possess the skills for bringing renewal to the world church through meaningful new songs. Please see Learning Hub for a document to help you get started. (25 points)

This assignment takes place wholly within the Intensive. No preparation is necessary. The instructor will ensure that everyone completes this assignment with success!

Student groups will select a topic or theme to guide the group in writing their individual four lines of poetry. These four lines of poetry will comprise one stanza of the hymn, resulting in 3-5 stanzas per hymn.

7. **Final Exam**

(SLO 1-2, 5; MAPM PO 2-6; MDiv PO 1-4, 6-7; MAYYAM PO 1-6)

The final exam is a comprehensive exam covering the course lectures. It will take place during the intensive, featuring a similar format as the quizzes, with additional short and long essays.

The Essay will cover four sections, being assessed by the following criteria:

- **Worship:**  
Definition: What worship is. Several conceptual definitions and key terms for worship.  
Sacrifice: Theology of Christ's sacrifice and how it relates to humanity's sacrifice in worship.  
Orientation: Focus, response, and center of worship.  
Scripture/EGW: Know key scriptural and EGW texts on worship.
- **Liturgy (35):**  
Definitions: What liturgy is. Several conceptions of liturgy should be given.  
Sanctuary: Christ's high priestly ministry and the heavenly sanctuary, its implications on true biblical worship and liturgy.  
Transcultural Order: The biblical order for liturgy, drawing on Christ's ministry and the heavenly sanctuary as well as the numerous theophanies in Scripture.  
God's Presence: Adventist ontology of God's Presence in the service, giving particular attention to Christ's liturgy, and the role of Scripture and the Holy Spirit.  
Liturgical Theology: Explore in practical terms the dynamics of *lex orandi*. In particular, give the worship cycle of music and liturgy and how it affects the spiritual identity of the worshiper.  
Lessons from History: Give practical lessons from worship history, particularly from Adventist history.  
Scripture/EGW: Know key scriptural and EGW texts on liturgy.
- **Music (35):**  
Definitions: Define music from phenomenological and cultural perspectives.  
Purpose: State the purpose of music in worship and liturgy.  
Effect: Understand the objective effect of music on humanity.  
Meaning: Explore meaning in music based on history, culture, and experience.  
Morality: Indicate whether music is moral, amoral, or dynamic, supporting your statement with clear reasoning, and as a conclusion to the preceding statements.  
Lessons from History: Give practical lessons from history regarding worship music.  
Scripture/EGW: Know key scriptural and EGW texts on music.
- **Ministry (10):**  
Practice: The practice of public worship, and collaborative ministries, including the worship committee, praise teams, worship teams, and inclusion of a diversity of music.  
Multi-Cultural/Generational: Explore dynamics of multi-cultural and multi-generational worship ministry.

**8. Worship Reflection Paper**

(SLO 4, 6; MAPM PO 2-3, 4, 6; MDiv PO 3, 7; MAYYAM PO 2-3)

**NOTE: All students attend field trip and participate in discussion on experience. The class will attend the 11:30 am Daily Mass at the Basilica of the Sacred Heart on the campus of the University of Notre Dame, Indiana on Wednesday during the intensive.**

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.

**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 reading 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 reading 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?

**9. (3 Credit Only) POST-Session Book, *The Worship Architect*, by Constance Cherry:**

(SLO 1-2, 4-5; MAPM PO 1-2; 4-6; MDiv PO 3-4, 6-7; MAYYAM PO 2-5)

Read Constance Cherry's book, *The Worship Architect* (300 pages). Keep a reading log, recording pages read, dates read, and cumulate hours.

- 50 points total
- 35 points for Log
- 15 points for Online Discussion: Students must give a video, audio, or type-written synopsis of the book and give a discussion question to your colleagues. This question should prompt active conversation, analysis, synthesis, or application. They should not be simplistic right/wrong, yes/no type of answers (5 pts). Students must give video, audio, or textual feedback to TWO other students (10 pts, 5 pts each).

**10. Worship Planning Project**

(SLO 2-3, 5-6; MAPM PO 1-6, 4; MDiv PO 4; MAYYAM PO 2-5)

Students will plan, execute, and reflect on a regular Sabbath worship service in the local church context. Students who do not have a typical local ministry context must consult with the instructor on how to complete the assignment.

(2-credit students should work together in completing this assignment)

This assignment consists of 4 parts:

1. **Worship Schedule:** 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 in 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.

**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 the pastor or elder.  
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.**



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**ASSESSMENT GUIDELINES**

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**Worship Planning Project Rubric**

<b>Criteria</b>	<b>Outstanding</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Score</b>
<b>Worship Schedule</b>	The order of service is clear on Worship Schedule with 0-5 errors. All categories are included with detailed and relevant information. Sequence, Time, Element, Participant, Position, Audio, and Notes are all filled out. <b>(16-20 points)</b>	Worship Schedule has 6-10 errors. <b>(11-15 points)</b>	10 or more errors. <b>(6-10 points)</b>	Worship Schedule is not provided. <b>(0-5 points)</b>	<b>Out of 20</b>  _____
<b>5-Fold Pattern</b>	The worship service creatively follows the biblical model of the sanctuary and its interconnectedness to SDA doctrine, liturgy, and worship. <b>(16-20 points)</b>	The model may be discerned in the liturgy but lacks creativity. <b>(11-15 points)</b>	The model is present but obscure, unclear, or too dry. <b>(6-10 points)</b>	Little to no reference is made to the model. <b>(0-5 points)</b>	<b>Out of 20</b>  _____
<b>Rationale Document</b>	Deep integration of the course principles is demonstrated, giving an excellent and substantial rationale for every element of the service. Description of the liturgical actions is very clear and precise. <b>(23-30 points)</b>	A moderate explanation is given for each element of the service. Only a few sentences explain the element. Some detail for liturgical action is given. <b>(15-22 points)</b>	Rationale for some elements of the service is missing, weak, or illogical. Little comment is given for each element. Little detail the actions is given. <b>(8-14 points)</b>	Little to no rationale is given for the project. No detail for liturgical actions given. <b>(0-7 points)</b>	<b>Out of 30</b>  _____
<b>Evaluation</b>	See learninghub.				<b>Out of 10</b>
<b>Reflection Paper</b>	Two full pages of thoughtful reflection given following the execution of the service. <b>(18-20 points)</b>	A moderate reflection is given in 1.5 pages. <b>(12-17 points)</b>	Paper needs more serious reflection or less than 1 page. <b>(6-11 points)</b>	Little to no reflection is given. <b>(0-5 points)</b>	<b>Out of 20</b>  _____
<b>Total Score</b>					<b>Out of 100</b>

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## CLASS POLICIES

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### **Classroom Seating**

In order to facilitate learning everyone's name please select a permanent seat for the first two weeks of class.

### **Disability Accommodations**

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

### **Additional Policies**

No eating or drinking during class. No texting, emailing, web surfing, video games, Facebook, etc. Please place phones on Airplane Mode. Computers are for note-taking only. A ten-minute break will be given after 50 minutes of class.

### **Examinations**

"Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time".

*AU Bulletin*

### **Class Attendance**

"Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements.

*AU Bulletin*

### **Teacher Tardiness**

"Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean".

*AU Bulletin*

### **Class Absences**

"Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give 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.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records."

*AU Bulletin*

### **Excused Absences**

"Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician.

Excuses for absences not due to illness are issued directly to the dean's office. Excused absences do not remove the student's responsibility to complete all requirements of a course. Class work is made up by permission of the teacher".

*AU Bulletin*

### **Academic Integrity**

"In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others' published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another's work as one's own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically 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 (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, 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

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses".

*AU Bulletin*

### **Language and Grammar**

There is an expectation that a student enrolled in a graduate program possesses advanced written language skills, particularly in the language in which the degree is acquired. Thus, no special consideration will be given to English as a second language learners or native-English speakers who have yet to obtain mastery in written English. Such students are advised to seek the assistance of the campus writing lab or procure the services of an editor prior to the submission of their assignments. *Tips for success* include reading your assignments aloud and having someone else do likewise prior to submission. This practice will provide you with immediate feedback on your written assignments.

### **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.

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## INSTRUCTOR PROFILE

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**David 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 Theology 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 and lecturer in California, Canada, Colorado, Dominican Republic, Kentucky, Maryland, Michigan, The Netherlands, Texas, and Washington.

David is the Pastor for Worship and Music for the South Bend First Seventh-day Adventist Church. He directs the Seminary Tuesday Worship and conducts the Seminary Chorus.

His wife, Lorelei, is a Women's Health Nurse Practitioner in South Bend. They are blessed to enjoy their daughter, Lily, who is five. David also enjoys trail running, Apple, and is an avid Denver Broncos fan.