

Reformed Theological Seminary
Orlando, Florida
2PT5300 Worship
Dr. Geoff Ziegler
October 14-17, 2019
M,T,W, 8:30AM-5:00PM, Thurs 8:30AM-12PM

Course Description

Worship is both inherently theoretical and practical. On one hand, it is crucial for us to know what the Bible says about worship and how it relates to our salvation and the knowledge of God. Yet worship cannot merely be known; it must also be something we do. This course will seek to integrate the theoretical and practical components of worship.

Course Objectives

Comprehension

- To explore how the theme of worship develops in the Old and New Testament and to understand how congregational worship fits within this.
- To navigate the various controversies related to congregational worship, such as the Regulative Principle of Worship, cultural contextualization, and the roles of emotions, evangelism, and edification in worship.
- To form a vision for the importance of intentionality in the various decisions related to congregational worship.

Competence

- To be able to construct a worship service that effectively expresses and executes one's theological convictions.
- To increase in competence in the performance of various elements of a worship service, such as reading of Scripture and public prayer.

Character

- To grow personally in a lifestyle of worshipping the Triune God.
- To grow in commitment to congregational worship.

The Instructor

Geoff Ziegler, PhD
Email: geoff.ziegler@gmail.com
Phone: 630 286-9595

Feel free to contact me whenever needed, especially if you have questions related to ambiguities in how to fulfill an assignment. Email will likely get the quickest response.

The Texts

Required

Books

Carson, Ashton, Hughes, Keller, *Worship By The Book*. Zondervan, 2002 (WBB)

Pedrito U. Maynard-Reid, *Diverse Worship*. IVP, 2009 (DW)

James K. A. Smith, *You Are What You Love*. Brazos, 2016 (YAW)

Readings (on Canvas)

John Frame, *Worship in Spirit and Truth*. P&R, 1996, pp 37–62 (WST)

J. Ligon Duncan III, “Does God Care How We Worship?” and “Foundations for Biblically Directed Worship,” in *Give Praise to God*, edited by Philip G. Ryken, Derek W. H. Thomas, and J. Ligon Duncan III. P&R, 2003, 17–73 (GPG).

Recommended

Jonathan Edwards, *The Religious Affections*.

Brian Chapell, *Christ-Centered Worship*. Baker, 2009 (CCW)

David G. Peterson, *Engaging with God*. IVP, 2002.

James B. Torrance, *Worship, Community, and the Triune God of Grace*. IVP, 1997

James F. White, *A Brief History of Christian Worship*. Abingdon, 2008.

The Assignments:

1. Short Papers (35%):

You will be expected to write 3 brief papers. If a paper is longer than the allocated word limit, I will stop reading at the limit (which might make for an interesting grading experience). The intent of these papers is to help you critically interact with the reading material and clarify your own understanding of the various aspects of worship.

1. Read the following:

- WBB: Carson’s (11-63) and Keller’s (193-239) essays in WBB
- The readings from Frame (WST) and Duncan (GPG)
- DW: chapters 1–7 (pp. 13–110)

Answer the question What is "good" worship? That is, how would you define worship, and what criteria would you use to evaluate it? Papers must show evidence of critical interactions with all of the readings. **1500 words, worth 15%. Due September 13.**

2. The Psalter was the songbook of Israel (and, therefore, of Jesus). Pick 8 Psalms, choosing a variety of different types (such as lament, praise, wisdom, etc.), and consider what they teach about singing in the context of worship. What commonalities do you notice? What differences do you notice, and what does that say about variety of moods and styles within worship. Indicate at the beginning of the paper which Psalms you considered and conclude this paper with some suggestions, based on these Psalms, of what makes a good worship song. **1000 Words, 10%. Due September 27.**
3. Briefly summarize Smith's argument in *You Are What You Love* and critically assess it. What implications do you think it has for Sunday worship services? **1000 words, 10%. Due October 11.**

2. *Attendance and Participation (15%)*

This class will be heavily dependent upon collaboration, which means it's crucial that you are present, attentive, and involved in the work that the class does together. Any absence must be excused by me and will likely require an additional short paper. No unexplained absences.

3. *Fully-Scripted Service Orders with Analysis (50%) Due October 18 & November 15.*

Perhaps the best way to move from the theoretical to the practical for this topic is to fully plan a church service. Your final project for the class will be to construct two full-length church services which reflect your theological convictions of what should take place in Christian worship. The first of these will be constructed during the week of class, together in groups of 3 or 4, and will be due 5 PM on Friday (worth 15%). The second of these will be constructed individually and due on November 15 (worth 35%).

1. Include every word that will be spoken or sung in the service (except for the sermon), such as the welcome, announcements, any other instructions to the congregation (such as "please be seated."), and all the lyrics of what is to be sung. Note, unless otherwise noted below, you are allowed to use worship sourcebook material for different elements of the service.
2. Identify the passage and the intended direction of the sermon. (For example: Sermon Passage: Philippians 1:12-26; Sermon Focus: To help the congregation become joyfully convinced that "To live is Christ" and repent where they find themselves looking elsewhere for life.)
3. Include a written prayer at the beginning of the service (appx. 100-200 words) and a longer congregational prayer (written by you, appx. 500-800 words, which can be monological or involve call and response) for the middle of the service. Feel free to have the latter include either real or fictional prayer requests.
4. Include at least one sacrament in the service (including whatever instructions you should provide).
5. This should be a Sunday service. If you like, you can locate either or both of the services within the church calendar (e.g., "3rd Sunday of Advent").
6. Write an introduction to the service, outlining your general goals for the service—for the intended effect on the congregation, for the story you intend to tell.
7. Also include a running commentary throughout, explaining how you see each element contributing this. Conduct this commentary using footnotes to keep from there being too much confusion.

In these two services, seek to integrate all that we've covered during our class time and in our readings. In what way is the gospel present in this service? How are you forming the congregation through this? What consideration are you giving to the unbeliever/outsider? What about children? Are you seeking to engage only the intellect, or are you more focused on the "affections?"

Note: we will discuss this project more in detail during class, and a sample will be provided.

Academic Honesty

(adapted from Dr. Timothy Phillips of Wheaton College via Michael Allen)

1. The assignments are designed to extend and deepen your comprehension and appreciation of Christian theology and to increase your facility with theological method. The processes of defining a topic, researching the results of others' studies, critiquing those studies, and organizing your conclusions in a clear and cogent presentation provides valuable skills for your various leadership ministries. The use of sources is an essential step in appropriating the learning of the Church's tradition in its relationship to cultures to help us understand and faithfully practice Scripture.
2. Using information obtained from a source without indicating it (whether by footnote, parentheses, or bibliography or some other appropriate reference, depending on the type of assignment) is plagiarism (intellectual thievery and lying). This applies to **any** information that you gain from someone that is not "common knowledge." It does **not** apply **only** to exact quotations or precise verbal allusions. Altering the wording does **not** remove the obligation to acknowledge the source.
3. Cheating is the presentation of someone else's work, which the student ought to have done personally. This includes submitting answers to test questions derived by some means other than that intended by the instructor. It also includes turning in written assignments composed in whole or in part by someone else.
4. Cheating or plagiarism results, at minimum, in the disqualification of that unit of the course affected. A student caught plagiarizing or cheating will forfeit that project. A second offense will result in the forfeiture of the course. Punishments may be more severe than the minimum depending upon the specific situation.

Computer Policy

Computers, tablets, and smart-phones are not allowed to be used during class. Notes taken by hand have been shown to be more effective in learning (because it is generally a more active process). Equally importantly, making this a digital-free zone helps provide an atmosphere where we are collectively attentive to our topic.

Due Dates Summary

All papers must be submitted to Canvas.

September 13:

- Read WBB: Carson's (11-63) and Keller's (193-239) essays in WBB, the WST and GPG readings, and DW chapters 1-7 (pp. 13-110)
- Short Paper 1

September 27:

- Short Paper 2

October 11:

- Read YAW
- Short Paper 3

October 18:

- Group project service order

November 15

- Final Service Order

Grading System

Standard RTS Grading:	A = 97-100	A- = 94-96	B+ = 91-93	B = 88-90
	B- = 86-87	C+ = 83-85	C = 80-82	C- = 78-79
	D+ = 75-77	D = 72-74	D- = 70-71	F = below 70

Course Objectives Related to MDiv* Student Learning Outcomes

Course: Worship

Professor: Geoff Ziegler

Campus: Orlando, FL

Date: Fall 2019

<u>MDiv* Student Learning Outcomes</u>		<u>Rubric</u>	<u>Mini-Justification</u>
<p><i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i></p> <p><i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i></p>		<ul style="list-style-type: none"> ➤ Strong ➤ Moderate ➤ Minimal ➤ None 	
Articulation (oral & written)	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.	Strong	In short papers, class discussions, and especially in written service orders, the student will express their theological convictions about worship.
Scripture	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Strong	Careful attention will be given to how to draw an understanding of worship from Scripture.
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Strong	Significant time will be given to a discussion of the Regulative Principle of worship, in connection to the Westminster Standards.
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Strong	A key goal of the class is to help students grow in their loving worship of God.
Desire for Worldview	Burning desire to conform all of life to the Word of God.	Strong	Worship and obedience are intertwined, and congregational worship, rightly understood, flows from and fuels commitment to being in conformity to God's Word.
Winsomely Reformed	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Moderate	While coming from a Reformed perspective, attention will be given to the various perspectives in "worship war" controversies.
Preach	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Minimal	Brief attention will be given to the role of preaching within the worship service.
Worship	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	Strong	Everything about this class is oriented toward this goal.
Shepherd	Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.	Strong	Attention will be given to how the worship service (and the manner in which it is constructed) is key to spiritual formation.
Church/World	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Moderate	Much attention will be given to question of contextualizing worship within denominational and cultural traditions.