

# Worship

PT5300

Reformed Theological Seminary – Charlotte

Spring 2020

Thursdays 1-3pm

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## **Professor: Dr. Mantle Nance**

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## **Course Description and Objective**

From a distinctly Trinitarian and Reformed perspective, we consider the theology, elements, and practice of biblical worship in order to equip students to grow as worshippers and as leaders in worship.

## **Required Reading**

John B. Adger. “Calvin’s Doctrine of the Lord’s Supper,” in Adger, *My Life and Times*, 310-326.  
[available on Canvas]

Randy Alcorn. “Practice of Tithing as the Minimum Standard of Christian Giving.”  
<http://www.epm.org/resources/2010/Feb/25/practice-tithing-minimum-standard-christian-giving/> [available on Canvas]

Terry L. Johnson, ed. *Leading in Worship*. (2013 ed.) [This book will be used as a reference book and does not need to be read straight through.]

*Directory of Public Worship* (ARP, 2007 edition) <http://arpchurch.org/wp-content/uploads/2012/05/Directory-of-Public-Worship.pdf> [available on Canvas]

Douglas F. Kelly. “The Recovery of Christian Realism in the Scottish Expository Ministry Movement,” in *Pulpit and People: Essays in Honour of William Still on his 75<sup>th</sup> Birthday*.  
[available on Canvas]

Douglas F. Kelly. “John Calvin and the Weekly Prayer Meeting.” [available on Canvas]

Mantle A. Nance. “The Ordinary Means of Discipleship.”  
<https://tabletalkmagazine.com/article/2018/06/ordinary-means-discipleship/>

Hughes Oliphant Old. *Worship: Reformed According to Scripture*. (2002 ed.)

Philip Graham Ryken, Derek Thomas and J. Ligon Duncan, III, eds. *Give Praise to God: A Vision for Reforming Worship*.

James B. Torrance. *Worship, Community & The Triune God of Grace*. (chapters 1-3)

\*Obtaining a copy of your denomination's directory of worship will be beneficial.

\*Also, please bring a copy of *The Trinity Psalter* to each class.

## **Course Requirements**

### ***Class Attendance and Participation*** (10% of final grade)

Students are expected to attend class. Please notify the professor or his teaching assistant with the reason for any absence from class. Failure to attend class will result in a deduction of the final grade. Students are expected to participate in class discussions when appropriate. In addition, students will be tasked with preparing and delivering a Scriptural Call to Worship (of their own choosing) and a well-prepared Invocation in class [see Johnson, *Leading in Worship*, for examples]. **A schedule for Calls to Worship and Invocations will be provided.**

### ***Worship Service Analysis Essays*** (15% of final grade):

Students will attend a worship service at three different Charlotte churches, which represent three different expressions of corporate worship: 1) Christ Episcopal Church (Myers Park), representing traditional high church Protestant liturgy. Students should attend one of their *traditional* Sunday morning services, which are held at 8:45 and 11:15 am. 2) Myers Park Baptist, representing mainline liberalism. Students should attend their Sunday service, which is at 11 am. 3) Elevation Church, representing non-traditional broad evangelicalism. Students may choose to attend their Saturday evening service or any of their Sunday services at any of their locations (see their website for details – [elevationchurch.org](http://elevationchurch.org)).

Students will write a 3-page analysis of each of these services (three essays in all, each one worth 5% of the final grade). Utilizing principles covered in course lectures and readings, each essay should include analysis and evaluation of the worship service under consideration. In each essay, the following questions should be addressed: “What were the overall style and structure of the service?” “How overtly Trinitarian was the service? (Give specific examples.)” “What was the ethos of the service? (Did *joyful reverence* mark the service?)” “How clearly was the Gospel communicated in the sermon and in other elements of the service? (Be specific.)” “How Scripture-saturated was the service in general and, more specifically, in the various elements of worship such as the songs, prayers, and sermon?” “Based on other principles covered in class lectures and readings, what were the strengths and weaknesses of the service?” Along the same lines, “were there facets of the worship experience you want to avoid in your own ministry? Were there facets you would like to incorporate into your own ministry?” Students should discuss other aspects of the overall worship experience that they found particularly striking. **These essays are due on 30 April 2020.**

***Class Worship Service Practicums*** (15% of final grade)

Students will be divided into groups, with each group preparing an order of worship that employs the basic elements of a Reformed worship service. Each group will prepare printed orders of worship, enough for the whole class, and will lead the rest of the class in the worship service, with each student in the group covering a facet (or various facets) of the service. **These practicums will be held during class on 7 May 2020.**

***Mid-term Exam*** (30% of final grade)

Students will take a mid-term exam, which will cover the class lectures up to that point. The mid-term will also include questions based on key concepts from the following reading material (which should be read in the following order): Torrance, *Worship, Community, & the Triune God of Grace*, chapters 1-3; Old, *Worship: Reformed According to Scripture*, chapters 1, 3, 10; Nance, “The Ordinary Means of Discipleship”; and Ryken, Thomas, and Duncan, *Give Praise To God*, chapters 1-4, 16-18.” **The mid-term exam will be taken outside of class 13-25 March 2020.**

***Final Exam*** (30% of final grade)

Students will take a final exam, which will cover the class lectures delivered after the mid-term exam. The final exam will also include questions based on key concepts from the following reading material (which should be read in the following order): Ryken, Thomas, and Duncan, *Give Praise to God*, chapters 5-15; Old, *Worship: Reformed According to Scripture*, chapters 2, 4-9; Kelly, “The Recovery of Christian Realism”; Kelly, “John Calvin and the Weekly Prayer Meeting”; Adger, “Calvin’s Doctrine of the Lord’s Supper”; Alcorn, “Practice of Tithing”. **The final exam will be taken during finals week (14-19 May 2020).**

## RTS Charlotte Classroom Technology Usage

RTS Charlotte recognizes how essential it is for students to have reliable, campus-wide access to the internet. For that reason, we have made Wi-Fi available for our student body, not only in the library and student lounges, but also in the classrooms. We know that students need to use the internet to download class materials, access files on the Cloud, and locate other important information. However, we also recognize that internet access in the classroom provides opportunity for abuse and misuse. Some students have unfortunately used their internet access to engage in many activities that distract them from the classroom lectures (e.g., surfing the web, checking sports scores, playing games). Not only does such activity hamper a student's own seminary education, but it distracts other students who can easily view the screens of nearby students. In addition, donors and classroom guests (who often sit in the back) can see this inappropriate internet usage, which reflects poorly on RTS. Classroom etiquette includes leaving cell phones turned off, refraining from surfing the Internet or playing computer games or other distracting activities. In addition, students must respect standards set by individual professors regarding the use of technology during their class.

In order to address this issue, we must appeal to the integrity of the students as ones who are preparing for a lifetime of ministry to Christ and his church. We expect each student to take personal responsibility for proper classroom technology usage and to encourage others around them to do the same. All RTS-Charlotte students are accountable to the policies stated in the Student Handbook and Academic Catalog and are therefore expected to use technology in the classroom only for appropriate class-related activities. Student conduct is under the supervision of the Dean of Students.

### Course Objectives Related to MDiv\* Student Learning Outcomes

Course: PT5300 – Worship

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Campus: Charlotte

Date: Spring 2020

<b><u>MDiv* Student Learning Outcomes</u></b>		<b><u>Rubric</u></b>	<b><u>Mini-Justification</u></b>
<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"> <li>• <b>Strong</b></li> <li>• <b>Moderate</b></li> <li>• <b>Minimal</b></li> <li>• <b>None</b></li> </ul>	
<b>Articulation (oral &amp; written)</b>	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. Also includes ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Moderate	Essays and exams provide opportunities for written articulation of course topics. In-class worship practicums provide opportunities for oral articulation of course concepts.
<b>Scripture</b>	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	The Biblical foundations, principles, and paradigms of Christian worship are thoroughly examined.
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Strong	The course is taught from a distinctly Reformed perspective, emphasizing the Reformed theology of worship and the use of Reformed liturgies.
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Moderate	Cultivating love and worship of the Triune God is a theme that runs throughout the course.
<b>Worldview</b>	Burning desire to conform all of life to the Word of God. Includes ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Moderate	The connection between all of life and worship (private and corporate) is discussed.
<b>Winsomely Reformed</b>	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.)	Strong	The ethos of corporate worship services is emphasized, with the goal of equipping students to be winsomely Reformed in their worship leadership.
<b>Pastoral Ministry</b>	Ability to minister the Word of God to hearts and lives of both church and unchurched, to include preaching, teaching, leading in worship, leading and shepherding the local congregation, aiding in spiritual maturity, concern for non-Christians.	Strong	Preaching pastorally and evangelistically in the context of public worship and leading in all aspects of worship are emphasized.

# RTS Charlotte

## Student Instructions for Exams taken with LockDown Browser

1. Install the LockDown Browser application on the computer you intend to use for exams, prior to sitting for the exam, using this link:  
<http://www.respondus.com/lockdown/download.php?id=998253613>
  - This link is ONLY for RTS students and covers both Mac and Windows applications.
  - Be sure that you are able to login to your Canvas account from the LockDown Browser before scheduling a time to take your exam.
  - The LockDown Browser application is already installed on the computers in the RTS Charlotte library. (Note that if you elect to use the library computers, your proctor must still be present throughout the duration of the exam.)
2. Make arrangements with a proctor to supervise the exam within the date timeframe set by the professor. The proctor cannot be a family member, current RTS student (current = taken a class within the past year but not yet graduated), or member of the library staff. Typical proctors are pastors or church staff members. For your convenience, there will be several on-campus proctor blocks where a proctor will be available to supervise your exam. Dates and times will be posted on Canvas and announced in the weekly Semper. The final exam period is also published on the schedule for this term posted throughout campus.
3. If you are taking the exam off-campus with a proctor, send your proctor the “RTS Charlotte Proctor Expectations” document which can be found on the Canvas Course homepage. The proctor must observe student taking exam and ensure that there are no devices or resources available other than the computer being used for the exam.
4. Access the exam during the date window specified for that exam:
  - a. Start the LockDown Browser application using a wired or known reliable WIFI connection. We do not recommend using restaurant or coffee shop WIFI to take exams.
  - b. Login to your Canvas account using your Self-Service username and password. If you need to reset your Self-Service password, you may do so at <https://selfservice.rts.edu>.
  - c. Navigate to the exam. You will not be able to access the exam with a standard web browser. For additional details on using LockDown Browser, review this **Student Quick Start Guide (PDF)**.
  - d. Time clock will begin once you open the exam.
  - e. Exam must be completed in one sitting. You may not exit and return to exam later.
  - f. The exam will contain questions requiring the proctor contact information, an honor pledge, and certification that your proctor was present during the entire exam period.
5. Proctors may be contacted to verify information regarding exam administration.
6. In the rare case of a technical issue (for example, if internet service goes out during exam), the proctor should contact the course TA. While the TA's may not be immediately available, the date and time of the email will document when the issue was reported. Please have your TA's contact information available for your proctor before opening the exam. Once you open the exam using the LockDown Browser, you will not be able to access other programs on your computers.