Day and night they never stop saying:
"Holy, holy, holy
is the Lord God Almighty, who was, and is, and is to come"
Whenever the living creatures give glory, honor and thanks
to him who sits on the throne and who lives for ever and ever,
the twenty-four elders fall down before him who sits on the throne, and worship him who lives
for ever and ever. They lay their crowns before the throne and say:
"You are worthy, our Lord and God,
to receive glory and honor and power, for you created all things,
and by your will they were created and have their being."
Revelation 4:9-11, NIV

Dr. Gwenfair Walters Adams
Gordon-Conwell Theological Seminary
Spring semester, 2013 - Hamilton Campus
Office Hours: Mondays, 10:30-12:00 p.m.; Wednesdays, 10:00-11:00 a.m., Thursdays,
3:00-4:00 p.m. and as posted outside office
Office: Library 115; Email: given in class

Objectives
1. To explore key historical models of worship, learning to identify the organizing
   principles and theories of the atonement behind various forms of worship.
2. To provide for the possibility of a deeper understanding and practice of worship
   both as an individual and for effective leading of corporate worship.
3. To encourage students to reflect biblically, theologically, historically, and pastorally
   on the purpose and structure of worship and to develop integrated, coherent models of
   worship.
4. To model creative teaching methodologies for a variety of age groups, learning
   styles, and ministry contexts.
5. To provide opportunities for worship.

Class Schedule (Subject to change as necessary):
January 31  Introductions
Shadows of the Good Things (OT)
February 7  Worshipping as the Bride (NT)
Ransomed Captives Sing (The Early Church)
February 14 Heaven on Earth (Eastern Orthodoxy)
READING WEEK: NO CLASS
February 28  Psalters, Seasons & the Senses (Medieval Monastic and Cathedral)
March 7    Through Eucharistic Eyes  (Medieval Mass)
March 14  Hearing is Believing (The Reformation)
          The Ethos of a Shared Book (Anglican)
March 21  Sabbath and Simplicity (Puritans, Preaching)
          Revival & Renewal (Jonathan Edwards; Welsh Revival)
READING WEEK:  NO CLASS
April 4  Joy in the Sanctuary (African-American)
        Re-Imagination Liturgies
April 11 Worship, Evangelism, and the World
        (Globalization, Seeker Sensitivity, Emerging Church)
April 18 Conclusion
April 25 Worship Service
May 2  Catch-up/Snow Make-up Class

Required Texts:
2. The Rule of St. Benedict (Dover). 978-0486457963
   (#5 Not required for Anglican/Episcopal track since substituting other reading. See below).

Recommended

Please bring a Bible to each class session.

Requirements:
1. Research Paper OR Integrative Paper (60%; 15-20 pages) Due on final day for written work, by 4:00 p.m. (in the box outside my office).
Research Paper:
Choose a topic related to the history of Christian worship, making sure there are enough primary sources available, and follow the “Guidelines for Writing CH Research Papers” on the student portal and William Shorey, Writing History (Oxford University Press, 3rd edition). The paper should be 15-18 pages double-spaced.

(If you are taking the course for the Anglican/Episcopal track and you choose this assignment, please choose a topic directly related to Anglican/Episcopal worship).

OR

Integrative Paper:
For this paper, design a corporate worship setting and format. Outline and develop your theology of the atonement and your organizing principle of worship and assess both the principle and its resulting aspects of worship from biblical-theological, church historical, and pastoral perspectives. Deal with such things as architecture, furniture and its placement, vestments, utensils, art, music, hymnbooks, liturgy, etc. Include visual illustrations of the design (drawings, copies, diagrams, videos, photos, or model, etc.). The paper will be assessed on the basis of the following: depth of insight and analysis; awareness of and skillful dealing with biblical-theological, historical and pastoral issues; excellence of research; clarity of organization; comprehensiveness and specificity; writing style, flow, and format; and where appropriate, creativity.

(If you are taking the course for the Anglican/Episcopal track and you choose this assignment, please focus on a worship service from the Book of Common Prayer and deal analytically with all the aspects mentioned in this paragraph, making sure that you understand the history, theology, pastoral implications of each part of the service, etc.).

The grade for this paper (either “research” or “integrative”) will determine the final grade, if all the rest of the work for the course has been completed fully.

- Grading scale is the one indicated in the Gordon-Conwell academic catalog guidelines:
  "Grade A is given for meeting with conspicuous excellence the demands which can fairly be made in relation to the requirements of the course. These demands would normally include unusual accuracy in fact, completeness in detail, perfection in form of work, independence of method, grasp of the subject as a whole and constructive imagination. Grade B is given for exceeding the minimum of satisfactory attainment and for meeting certain aspects of the course with excellence. Grade C is given for attaining satisfactory familiarity with the course and for demonstrating at least some ability to use this knowledge in a satisfactory manner. Grade D is a passing mark but indicates unsatisfactory control over the material. Grade F declares that the course has been failed."

2. Reading - 1400 pages (15%)
Includes all pages read for assignments. Submit annotated bibliography with total number of pages indicated at the bottom of the list. (Due on final day for written work; in the box outside professor’s office).

Anglican/Episcopal track students should include at least 500 pages from William Sydnor, *Prayer Book Through the Ages* and *The Oxford Guide to the Book of Common Prayer* and Cheslyn Jones, *The Study of Liturgy*. All three will be on reserve.

If this assignment is not completed fully, the course grade will drop by increments. For example, if step #1 (the integrative paper) resulted in an A, the grade will be dropped according to the following:

- 100 % (A to A = no change)
- 75-99% (A to A- = 1/3 grade drop)
- 50-74% (A to B+ = 2/3 grade drop)
- 25-49% (A to B = 1 grade drop)
- Below 25 % (A to B- = 1 1/3 grade drop)

3. **Worship Service Contribution (10%)**
Prepare a 3-minute contribution for the worship service in the final class session. This may emerge from the Application or Integration assignments. Ideally, it should illustrate something related to the history of Christian worship. Contribution must be approved at least one week in advance by professor. Submit a written description of your contribution and your reasons for choosing/creating it. (Due on April 17)
If this assignment is not completed, the course grade will drop one full grade. For example, if step #2 above resulted in an A, the course grade would be reduced to a B.

4. **Application (15%)**
Spend 10 extra hours in worship. Keep a log of how you spend the hours and write a 2-3 page analysis of your experiences, assessing the implications for your future ministry. Include attendance at three or more worship services at churches that are in styles of worship with which you are unfamiliar (for example, Eastern Orthodox, Catholic mass, seeker sensitive, Pentecostal, etc.). You may include seminary Chapel attendance in the 10 hour total. (If your prior commitments make it impossible for you to attend extra worship services, please contact professor for alternative assignment). Log and analysis due on final day for written work (in the box outside professor’s office). If this assignment is not completed fully, the course grade will drop by increments. For example, if step #3 resulted in an A, the grade will be dropped according to the following:

- 10 hours (A to A = no change)
- 7-9 hours (A to A- = 1/3 grade drop)
- 4-6 hours (A to B+ = 2/3 grade drop)
- 1-3 hours (A to B = 1 grade drop)
0 hours       (A to B- = 1 1/3 grade drop)

- If you wish to have more than one assignment count qualitatively toward the grade, you may substitute a 10-12-page research paper for the Application assignment (due on final day for written work).

- Course grade will be determined by the Research/Integrative paper grade if all other assignments are completed satisfactorily. The grading scale for the Research/Integrative paper is the one in the GCTS Student Handbook. Please note that the scale indicates that excellent work is in the B range and that the A range requires going beyond expectations.
- Plagiarism is considered a serious academic offense at GCTS. Please follow guidelines at [http://www.indiana.edu/~wts/wts/plagiarism.html](http://www.indiana.edu/~wts/wts/plagiarism.html).
- Extensions must be requested from the Registrar before the final day for written work.
- Class attendance may be taken into account in the grading, with one point being deducted from the final class grade for each unexcused absence. More than three unexcused absences may result in failure of the class.

- **Internet/Game Usage:** Students are required to refrain from accessing the internet or playing computer/cell phone games, etc. at any point during class sessions, unless otherwise instructed by the professor. Surfing the web, checking email, and other internet-based activities are distracting to other students and to the professor, and prevent the student from fully participating in the class sessions. This applies to auditors as well.

- **Intellectual Property / Privacy Rights:** To protect the professor’s intellectual property rights with regard to classroom content and to protect the privacy of the professor and other students, students are required to refrain from audio, photographic, and video recording of classes, as well as audio, video, photographic, and written publication (including internet posting and broadcasting) or live transmission of classroom proceedings. This applies to auditors as well.