

Foundations of Christian Worship
North Park Theological Seminary
THEO 5120, Fall 2026
3 credit hours
Thur 5:45-7:15 pm

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Virtual Office Hours: By appointment

**preferred method: barring any unforeseen circumstances, I will respond to any emails within 48 hours.*

Course Description

An Introduction to Christian Worship examines the history, theology, and practices of Christian worship from an ecumenical perspective. The main goals of the class are to: (1) introduce the discipline of liturgical studies; (2) develop foundations and skills for worship leadership; and (3) foster theological/pastoral reflection and evaluation of the liturgical life of faith communities.

Course Learning Objectives

North Park University uses the IDEA course rating system to measure student progress towards learning objectives and to measure student satisfaction with their overall learning experience. These course evaluations are administered at the end of the term, and you will be notified by email when they are ready for you to complete. The results of these evaluations are very important to us and we use them for ongoing efforts to improve the quality of our online courses.

By the end of the course, students will be able to:

1. demonstrate a theology and practice of Christian worship that is historically, liturgically, and culturally coherent;
2. observe and constructively critique one's own tradition of Christian worship on the basis of the historical, theological, cultural, and practical norms of Christian worship;
3. articulate key issues (historical, theological, ecumenical) pertaining to the sacraments of baptism and the eucharist;
4. demonstrate the theological, historical, and practical connections between word and sacrament;
5. illustrate the connection between the worshiping life of the church and its theological beliefs and ethical actions;

6. analyze the main components of liturgical inculturation and engage the diversity of Christian worship;
7. design a worship service that takes into account historical, theological, social, pastoral, and cultural factors.

Course Structure

As a hybrid, hyflex class, this course is structured with both asynchronous and synchronous learning components:

1. Asynchronous learning (Friday-Wednesday): Preparation for each Thursday evening session includes completing assigned readings and assignment (e.g., submission of questions, discussion post).
2. Synchronous learning (Thursday pm): This time will be used to discuss questions and develop ideas further with class and/or group discussion and various presentations.

Required Texts

1. Duck, Ruth. *Worship for the Whole People of God: Vital Worship for the 21st Century*, 2nd ed. Louisville: Westminster John Knox, 2021.
2. Stookey, Laurence Hull. *Calendar: Christ's Time for the Church*. Nashville: Abingdon, 1996.
3. Cone, James. *The Spirituals and the Blues*. Maryknoll, NY: Orbis, 1991.
4. *Covenant Book of Worship*. Chicago: Covenant Publications, 2003.
5. Book picked in conversation with instructor based on your choice of cultural tradition for Worship Adaptation and Inculturation Project.

Assessments

Feedback/Grading Timeline

For all assessments besides online discussions (which is discussed below), you can expect written feedback and grades within a week of the due date and/or submission.

Grading

Overview of Assessment Grading

Week Due	Assignment Name	Points
1	Definition of Christian Worship (Practicum)	5
2	Public Scripture Reading Video (Practicum)	5
3	Field Observation Report	21
3	Sacrament Definition (Practicum)	5
4	Worship Inculturation Presentation (Practicum)	5
5	Time Audit (Practicum)	5
6	Church Year Presentation (Practicum)	5
7	Theology of Worship Experiment (Practicum)	5

8	3-2-1 Cone Book Review (Practicum)	5
10	Worship Inculturation and Adaptation	15
11	Baptism Case Studies (Practicum)	5
12	Communion Discussion Forum (Practicum)	5
13	Thanksgiving Collect (Practicum)	5
13	Community Worship Order and Execution	24
13	Community Worship Reflection	14
14	Worship Space Design (Practicum)	5
15	Rites of Passage Presentation (Practicum)	5
16	Children in Worship Examples (Practicum)	5
17	Worship Design	23
	TOTAL:	167

Assignment Type:	Weight:
Attendance and Participation	10%
Practicum	15%
Field Observation Report	15%
Worship and Inculturation Project	20%
Community Worship Order and Reflection	20%
Worship Service Design	25%

The grading scale for the course will be as follows:

A	100-93%
A-	92.9-90%
B+	89.9-87
B	86.9-83
B-	82.9-80%
C+	79.9-77%
C	76.9-73%
C-	72.9-70%
D+	69.9-67%
D	66.9-63%
D-	62.9-60%

Each of the assignments below will be graded using a rubric (except the practicum element, discussed below). The points you receive will be divided by the total points possible and then multiplied by the weighted percentage for each assessment to give your total for each assessment. For example, if you receive a 10 out of 12 points on your book review (worth 10% of your grade), your total points for that assessment would be 8.3 (10/12 x 10).

Late Policy

With exceptions for sickness and emergencies, assignments turned in late will be penalized 1/3 of a letter grade (e.g., a B will drop to a B-) for each day over the deadline. After a week, the highest score you can receive on an assignment is 50%.

Attendance and Participation (10%)

Regular attendance and participation in class discussion is expected, especially since our synchronous time together will largely be classroom discussion. For those who register to join the class in person, you must attend all classes in person to be counted as present (i.e., no switching between online and in-person attendance). For those joining online, your camera must be turned on for the entirety of the class to be counted as present, and you cannot be multitasking (e.g., driving or cooking). You should have the dedicated space and time for the class. Any absences over two will reduce your participation grade. Note: part of your participation grade will include completing the readings. You will be asked to sign a reading log at the end of the semester detailing the approximate percentage of reading done.

Practicum (15%)

Each week (save two when you have larger assignments due), you will complete a five-point practicum assignment that will help you draw connections between the theology and history of worship are learning about and how that would be employed and contextualized in a worship service. The forum for these assignments varies (synchronous in-class vs. asynchronous online, small individual or group presentations, discussion posts, etc.), but they will all be graded using the following rubric:

Practicum Rubric

5 points	4 points	3 points	2 points	1 point	0 points
Assignment included all of the following: -Work is substantive and fulfills the key principles of the assignment. -Completed on time. -Engaged required readings. -Demonstrated synthesis of learning from class.	Assignment included 4 following: -Work is substantive and fulfills the key principles of the assignment. -Completed on time. -Engaged required readings. -Demonstrated synthesis of learning from class.	Assignment included 3 following: -Work is substantive and fulfills the key principles of the assignment. -Completed on time. -Engaged required readings. -Demonstrated synthesis of learning from class.	Assignment included 2 following: -Work is substantive and fulfills the key principles of the assignment. -Completed on time. -Engaged required readings. -Demonstrated synthesis of learning from class.	Assignment included 1 following: -Work is substantive and fulfills the key principles of the assignment. -Completed on time. -Engaged required readings. -Demonstrated synthesis of learning from class.	Assignment included none of the following: -Work is substantive and fulfills the key principles of the assignment. -Completed on time. -Engaged required readings. -Demonstrated synthesis of learning from class.

-Minimal (if any) written or oral errors (e.g., spelling or grammatical errors)	-Minimal (if any) written or oral errors (e.g., spelling or grammatical errors)	-Minimal (if any) written or oral errors (e.g., spelling or grammatical errors)	-Minimal (if any) written or oral errors (e.g., spelling or grammatical errors)	-Minimal (if any) written or oral errors (e.g., spelling or grammatical errors)	-Minimal (if any) written or oral errors (e.g., spelling or grammatical errors)
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Specific directions for each practicum assignment will be provided in the week's module on Canvas.

Planning and Leading Community Worship (20%) – Due: Final Bulletin—Friday before your community worship service; Individual Reflections—one week after community worship (following Tuesday)

With your assigned group, you will plan and lead community worship service either in person at the seminary community worship (Thursdays at 4:30 p.m.) or online during class. Your group will sign up for a specific date the second week of class. This includes all aspects of the service, including picking scriptures, developing an order of worship, creating and printing the bulletin (if in person—though you won't have to pay for printing!), recruiting any necessary volunteers (musicians, readers, etc.), and leading all parts of the liturgy. The service should be based around (at least) one scripture passage to be chosen by the group and include:

- gathering ritual
- scripture reading(s)
- 3 songs
- prayer of intercession/pastoral prayer/prayers of the people
- proclamation of the word (sermon, readings, testimonies)
- response to the word (communion)
- sending ritual

You will turn in the final bulletin as a group and half of your grade will be based on the order of service as well as your execution of the service. I will not be looking for perfection but preparation!

Each individual in the group will then turn in a two-page reflection (600 words maximum) due a week after the service that will include:

- your evaluation of the planning process (how you decided on scripture/ themes; how the planning process went; what was easy/difficult to decide on; etc.)
- naming two contributions you made to planning and how they fit with the scripture/theme of the service;
- strengths of the chapel service;
- areas of the service you would want to improve based on reflection (praxis)

Field Observation Report and Worship Design (55%)

Part 1 (15%): Field Observation Report (1500 words maximum) - Due: Sept. 11, 11:59 p.m.

Choose a Christian worshipping community with which you are quite familiar.

1. Describe the social, cultural, and economic makeup of the community.
2. Identify its ecclesiastical affiliation, noting factors from the community's history that may have influenced its worship practices.
3. Describe the worship space, using James White's descriptions if needed or helpful (see Week 3 module for White reading). Include photos if possible.
4. Identify the leaders and their "style" of leadership while presiding, reading, praying, leading singing, preaching, and celebrating sacraments/ordinances.
5. Describe the principle "non-verbal" languages you find present among the leaders and within the assembly (e.g., how is the body used by leaders and assembly in worship?)
6. Comment upon what you discern to be the "high" and "low" points of the congregation's participation (i.e., where is the congregation most actively and least actively participating in the service?)

Part II (20%): Worship Inculturation and Adaptation – Due: Oct. 30, 11:59 p.m.

Analyze a cultural worship tradition outside of one's own tradition through secondary resource and site visits. In light of your findings on the cultural tradition, adapt the liturgy described in your field report so that it would help incorporate this tradition into the liturgical life of your church.

There are three parts to this assignment.

1. Research secondary sources on the worship of your chosen cultural tradition to ascertain its main characteristics/distinctives. You can choose any type of culture (ethnic, racial, socioeconomic, geographic, etc.), just remember that part of the assignment is finding secondary research on the subject, so getting too specific (e.g., Chicago hipsters) will make your task very difficult. You will need to find at least four total sources (books or journal articles—at least free should be from non-required readings) for your secondary research.
2. Two site visits to worship services from the chosen cultural context (recorded services do count as long as they are *complete* services and not just the sermon).
3. Write a paper (maximum 1500 words) that gives a brief summary of secondary source research on the chosen culture, compares and contrasts this research with what was observed during site visits, and explains several adaptations that could be made to the liturgy (as described in the field observation report) to better represent the worshiping context of your chosen culture. If it is helpful, imagine that the church of your field report and the church tradition you visited/studied are in the same neighborhood. The church you visited is closing, and a large contingent of the population begins attending your church. How

would you adapt your liturgy in light of the new population? (1500 word maximum)

Part III (20%): Worship Service Design with Commentary – Due: Dec. 10, 11:59 p.m.

Design a complete service of worship for the congregation used for the Field Observation Report.

1. The service will be designed to reflect the readings (Revised Common Lectionary, Year C) for one Sunday in Ordinary Time (note: you do not have to use all four of the readings! You can focus on one or two, but you should choose from the same week):
 - a. Isaiah 1:10–18; Psalm 32:1–7; 2 Thessalonians 1:1–4, 11–12; Luke 19:1–10
 - b. Job 19:23–27a; Psalm 17:1–9; 2 Thessalonians 2:1–5, 13–17; Luke 20:27–38
 - c. Malachi 4:1–2a; Psalm 98; 2 Thessalonians 3:6–13; Luke 21:5–19
2. The service will include:
 - a. one original prayer of confession or opening prayer;
 - b. one original prayer of thanksgiving or prayer of intercession;
 - c. one or more of the readings for the day of the church year listed above;
 - d. a one-two paragraph summary of the sermon focus;
 - e. the celebration of one sacrament (communion and/or baptism)
3. Provide the complete text of the liturgy as the worship leader(s) would have it (first line titles and tunes for all hymns/songs, full wording for all other elements). It is not necessary to type out hymn/song texts, ecumenical creeds, and scripture lessons.
4. In the commentary for the order of service, be sure to discuss:
 - a. Why a particular element is placed where it is in the order (e.g., How does it relate to that which precedes and follows? How does it fit into the overall framework of the service?)
 - b. Why the content of the element is appropriate to the service (e.g., why a particular hymn or song was chosen)
 - c. Why changes were made (if any) from the form currently in use by the community.

Accommodations

Your experience in this class is important to me. North Park is committed to creating inclusive and accessible learning environments consistent with federal and state law. If you have already established your accommodations, please share your accommodation letter with me so we can discuss how your accommodations will be implemented in this course. If you have not yet established services and have a temporary health condition

or permanent disability that requires accommodations, please email the Disability Access Specialist or contact by phone (773-244-5737). Student Engagement facilitates the interactive process that establishes reasonable accommodations.

Title XI

Students who believe they may have experienced sexual misconduct, sexual harassment, domestic violence, dating violence, or stalking should contact the Title IX Coordinator (773) 244-5664 or TitleIX@northpark.edu to learn more about reporting options, resources, and support services.

As members of the North Park faculty, we are concerned about the well-being and development of our students and are available to discuss any concerns. Faculty members are private resources meaning we are legally obligated to share information about the behavior reported above with the University's Title IX coordinator. If you are unsure whether you want your concerns disclosed to the Title IX Coordinator, we encourage you to contact Counseling Support Services at (773) 244-4897 or counseling@northpark.edu.

Please refer to North Park's [Safe Community](#) site for reporting, contact information, and further details.

Academic Honesty

Academic Honesty: In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the internet.
2. Copying another's answers on an examination.
3. Deliberately allowing another to copy one's answers or work.
4. Using one's own work from previous assignments or other class assignments.
5. Signing an attendance roster for another who is not present.
6. Use of ChatGPT or other AI composition software to impersonate individual assignments.

In the special instance of group work, the instructor will make clear their expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well.

For further information on this subject you may refer to the Academic Dishonesty section of the University's online catalog.

Incomplete Grades

If, due to extenuating circumstances (specifically, pregnancy, illness, personal and family issues, military assignment, etc.), a student anticipates they will be unable to complete course work within the allotted time, that student may request a grade of incomplete from the course instructor before the last week of class clearly stating the reason(s) for this request. Overscheduling and/or lack of self-discipline are not considered extenuating circumstances. If the request is timely and meets the criteria, student and instructor will submit the incomplete grade form and the grade for that class will be listed as "I" until the last day of the following semester. If coursework is not submitted by the last day of the following semester the listing of "I" will automatically be changed to "F." For the full policy, see page 15 of the [Seminary Academic Catalog](#).

Course Schedule

(Reading Key: **bold** – readings, **blue** – art resource [everyone read/watch/listen], **orange: assignments due**)

Week 1 – What Is Worship? (Aug. 27)

Read:

- Isaiah 6:1-8; Deuteronomy 26:1-10; Luke 24:13-38; Acts 2:41-48
- Duck, xv-xxii, 1-27 (Introduction, Ch. 1, Ch. 2 up to "Worshipping with Children and Youth")
- Covenant Book of Worship*, 3-11 ("A Theology of Worship," & "The Authority of the Word in Worship", 15-29 ("The Art and Practice of Worship")
- Smith, excerpt from "Lovers in a Dangerous Time: Cultural Exegesis of 'Secular' Liturgies," in *Desiring the Kingdom* (Canvas)
- Lecture: What Is Worship and Christian Worship? (and corresponding slides)
- Read or Listen: Wallace, "This is Water" (Canvas)**

Optional: Smith, "Taking a Liturgical Audit of Your Life," lecture at Biola University (link on Canvas)

Due after Class:

1. **What Is Christian Worship? – based on class readings and discussion, compose a one-to-two sentence definition of Christian worship with an additional paragraph explaining how you drew on the readings/discussion to come up with your definition. Due Date: Friday, August 28 by midnight**

Week 2 – Words in Worship (Sept. 3)

Read:

- Genesis 1; John 1:1-18

- Duck, 105-117 (Ch. 6)
- Covenant Book of Worship*, 33-46 ("Traditional," "Praise and Worship," "Story," & "Fourfold Worship")
- Long, "Talking Ourselves into Being Christian" (Canvas)
- LeGuin, "Telling Is Listening" (Canvas)
- “Guidelines for Public Scripture Reading” (Canvas)
- Lecture: Words and Worship (and corresponding slides) (Canvas)
- Listen: “Words That Shimmer,” *On Being* interview with Elizabeth Alexander (Canvas)

Due Before Class:

1. Scripture Reading Recording - Using the guidelines from this week's reading (especially "Guidelines for Public Scripture Reading"), upload a video recording of yourself reading Luke 2:22-38 (NRSV for consistency) as if you were reading it in a Sunday worship service. Due Date: Wednesday before class by midnight.
2. Question Submission: Submit two questions raised by the instructional materials. Due Date: Wednesday before class by midnight.

Week 3 – Body and Sacrament (Sept. 10)

Read:

- Duck, 94-97, 151-65 (Ch. 5: “Movement in Worship” and “Visual Arts in Worship,” Ch. 9)
- Westerfield Tucker, “Knee-Bowed and Body Bent” (Canvas)
- Williams, “Love Your Body: The Power and Protest of Embodied Worship” (Canvas)
- Lecture: Body and Sacrament (and corresponding slides) (Canvas)
- Doyle, excerpts from *Mink River* (Canvas)

Due Before Class:

1. Sacrament Definition – Based on instructional materials, write a 1-2 sentence definition of the sacraments and a one paragraph explanation citing the resources used to construct your definition. Due Date: Wednesday before class by midnight

Due for Class:

1. Bring and share a physical object to class that has communicated God’s presence to you.

Due After Class:

1. Complete Field Observation Report as described below. Due: Sept. 11 by midnight.

Week 4 – Inculturation (Sept. 17)

Read:

- Acts 15:1-29
- Duck, 35-59 (Ch. 3)
- Chupungco, "Liturgy and Components of Culture" (Canvas)
- Nairobi Document (Canvas)
- Phan, "Liturgical Inculturation"
- Lecture: Inculturation (and corresponding slides) (Canvas)
- Examine: Marian Images (Canvas)

Due During Class:

1. Using the Nairobi Document as a guide, present to the class at least one element in your congregation's worship that is transcultural, contextual, countercultural, and cross-cultural, as well as which cultural interaction is an area of growth for your context.

Week 5 – Liturgical Time and Sunday (Sept. 24)

Read:

- Exodus 20:8-11; Exodus 23:10-16; Revelation 1:10
- McClain, excerpt from *Come Sunday: The Liturgy of Zion* (Canvas)
- Stookey, 15-78
- Lecture: Liturgical Time and Sundays (and corresponding slides) (Canvas)
- Listen: Duke Ellington, "Come Sunday" (Canvas)

Due Before Class:

1. Based on your allegiances, complete a time audit that looks at your average week and answers the following questions: 1) what are the best ways you spend your time? 2) what do you spend too much time doing? Why is it too much? 3) What do you spend too little time doing? Why is it too little? 4) What are some small steps you could take this next week so that your time better reflects your allegiances?
Due Date: Wednesday before class by midnight.

Week 6 – Liturgical Time: Church Year (Oct. 1)

Read:

- Stookey, 79-161
- Baldovin, "The Liturgical Year: A Calendar for a Just Community" (Canvas)
- Lecture: Liturgical Time: Church Year (and corresponding slides) (Canvas)
- Cone, *The Spirituals and the Blues*, Introduction, Ch. 1-2 (all of Cone will need to be read by week 9, so if you want to read it in sections, you can follow this plan)
- Chekhov, *The Student*
- Rodriguez, *Hunger of Memory*

Due for Class:

1. During class, present three theological or spiritual reasons why a congregation would choose to follow the church year and describe what might need to be added or adapted for your context.

Week 7 – Worship and Theology (Oct. 8)

Read:

- Excerpts from *Sacraments and Worship: Athanasius of Alexandria*, Sub Tuum Praesidium, Basil of Caesarea, Prosper of Aquitaine, *Nicholas Cabasilas*, Amalarius of Metz, Martin Luther, *The Council of Trent*, Pope Pius IX, Odo Casel, *Peter Brunner*, Alexander Schmemmann, Geoffrey Wainwright, Aidan Kavanaugh, Edward Kilmartin, Gordon Lathrop, Don Saliers, Robert Taft, David W. Fagerberg, Teresa Berger, Melanie Ross, Virgilio Elizondo (Canvas)
- Isasi-Díaz, “Rituals and *Mujeristas*’ Struggle for Liberation” (Canvas)
- Niequist, “Too Much Bono in Church?” (Canvas)
- Lecture: Worship and Theologies (and corresponding slides) (Canvas)
- Cone, *The Spirituals and the Blues*, ch. 3-4 (all of Cone will need to be read by week 9, so if you want to read it in sections, you can follow this plan)
- Zagajewski, “Try to Praise the Mutilated World” (Canvas)

Due for Class:

1. During class, brainstorm and present two areas of congruence and two areas of incongruence between the stated theology and the worshiping theology of their worship context. (note: this assignment will be completed in class—you do not need to come ready to present)

Week 8 – NO CLASS – Fall Reading Week

Week 9 – Worship and Ethics (Oct. 22)

Read:

- Saliers, “Liturgy and Ethics: Some New Beginnings” (Canvas)
- Winner, excerpt from *The Dangers of Christian Practice* (Canvas)
- Carvalhaes, “Worship: Loving Madly” (Canvas)
- Cone, *Spirituals and the Blues* (all)
- Lecture: Worship and Ethics (and corresponding slides) (Canvas)
- Examine: Chagall, *White Crucifixion* (Canvas)

Due Before Class:

1. Based on your reading of Cone's *The Spirituals and the Blues*, give 3 main points of the text, 2 ways the singing of spirituals could influence the theology and ethics of a faith community (particularly African American communities), and 1 connection to other readings from the class. Due Date: Wednesday before class by midnight.

Week 10 – Music in Worship (Oct. 29)

Read:

- Duck, 83-94 (Ch. 5 to “Movement in Worship”)
- Saliers and Saliers, “A Sound Spirituality,” in a *Song to Sing, a Life to Live* (Canvas)
- Bjorlin, “Theologies of Church Music” (Canvas)
- Lecture: Congregational Song (and corresponding slides) (Canvas)
- Lucille Clifton, “What Nikki Knows”

Due after Class:

1. **Worship Inculturation and Adaptation – Part II.** Due: Oct. 30, 11:59 p.m.

Week 11 – Baptism (Nov. 5)

Read:

- Ezekiel 36:24-27; Acts 2:37-41; Acts 8:27-38; Romans 6:1-11; Galatians 3:26-29
- Duck, 167-91 (Ch. 10)
- Scharen, “Baptismal Practices and the Formation of Christians: A Critical Liturgical Ethics” (Canvas)
- “Baptism” section of Baptism, Eucharist, and Ministry (WCC) (Canvas)
- Lecture: Baptism (and corresponding slides) (Canvas)
- Watch: Alvin Ailey, “Wade in the Water”

Due Before Class:

1. **Question Submission: Submit two questions raised by the instructional materials.**
Due Date: Wednesday before class by midnight.

Due During Class:

1. **During class, engage in a baptismal case study in small groups, presenting your findings at the end of the discussion. (note: this assignment will be completed in class—you do not need to come ready to present)**

Week 12 – Eucharist/Lord’s Supper/Communion (Nov. 12)

Read:

- Acts 2:42-46; 1 Corinthians 11:20-29; Matthew 26:26-29; Hebrews 9:11-14
- Duck, 193-214 (Ch. 11)
- Kim-Cragg, “Through Senses of Sharing: How Liturgy Meets Food
- Carvalhaes, excerpt from *Eucharist and Globalization* (Canvas)
- “Eucharist” section of Baptism, Eucharist, and Ministry (WCC)
- Lecture: Eucharist/Lord’s Supper/Communion (and corresponding slides) (Canvas)

Due Before Class:

1. In 250-words, describe your theology of communion using three biblical metaphors and/or texts and respond to two other students' posts. Due: Initial post - Wednesday before class by midnight; responses - Thursday of class by midnight.

Week 13 – Prayer and Planning Public Worship (Nov. 19)

Read:

- Ephesians 6:12-18; 1 Thessalonians 5:14-18; Luke 18:1-8
- Duck, 61-81, 129-134 (Ch. 4 & 7)
- Stookey, Learning a Basic Form for Brief Prayers (Canvas)
- Hall, "Failure Makes Good Worship"; Guidry Jones, "Good Worship"; Rienstra, "Good Worship: Articulating Standards of Excellence in Worship without Becoming Liturgical Police"
- Lecture: Prayer and Planning Public Worship (and corresponding slides) (Canvas)

Due Before Class:

1. Submit group worship service bulletin as described in syllabus. Due: Friday before worship service

Due During Class:

1. Based on the mini-lecture in class, write and present an opening collect of thanksgiving to be used in your worship design. Upload the finished collect on Canvas (note: no preparation beyond reading necessary).

Due After Class:

1. Submit individual worship service reflection as described in syllabus. Due: one week [Tuesday] after worship service.

Week 14 – NO CLASS – Thanksgiving

Week 15 – Rites of Passage: Healings, Funerals, and Weddings (Dec. 2)

Read:

- Duck, 215-270 (Chs. 12-13)
- Long, excerpt from *Accompany Them with Singing* (Canvas)
- Grimes, excerpt from *Deeply into the Bones* (Canvas)
- Lecture: Rites of Passage: Healings, Funerals, and Weddings (and corresponding slides) (Canvas)
- Examine: He Qi, "Wedding at Cana," "Seven Demons," and "Women at the Tomb" (Canvas)

Due During Class:

1. Identify the three movements of the rite of passage for the service—healing, wedding, or funeral—assigned to you by the instructor and present findings to the class. Due: in class – no preparation needed beyond readings

Week 16 – Incorporating Children in Worship (Readings due, but not class)

Read:

- Bible: Isaiah 1:12-20; Isaiah 11:1-9; Matthew 19:13-15
- Duck, 27-34, 271-81 (Ch. 2: “Worshiping with Children and Youth” to end of chapter; Ch. 14: beginning to “Four Churches Finding New Ways”)
- Clifton-Soderstrom and Bjorlin, excerpt from *Incorporating Children in Worship*”
- Lecture: Children in Worship (Canvas)
- Examine: Rilke, “Only a Child”

Due After Class:

1. Complete Worship Design (Part III) - Due: Dec. 10, 11:59 p.m.

Class Resource Bibliography

- Alexander, Elizabeth. Interview with Elizabeth Alexander. *On Being*. Podcast audio, January 6, 2011, <https://onbeing.org/programs/elizabeth-alexander-words-that-shimmer/>.
- Baldovin, John. "The Liturgical Year: Calendar for a Just Community." In *Between Memory and Hope: Readings on the Liturgical Year*, edited by Maxwell E. Johnson, 429-44. Collegeville, MN: Liturgical Press, 2000.
- Carvalhaes, Cláudio. "Performing Hospitable Eucharistic Borders." In *Eucharist and Globalization: Redrawing the Borders of Eucharistic Hospitality*, 242-72. Eugene, OR: Picwick, 2013.
- Carvalhaes, Cláudio. "Worship: Loving Madly." *Liturgy* 29, no. 3 (2014): 55-62.
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