



# LEAVELL COLLEGE

## NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY

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### PMCM3330-35: Worship Perspectives

Fall 2018/19, Term 191

Tampa 4x Hybrid

Monday 6-10 pm 10/15, 10/29, 11/12, 11/26

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*The mission of Leavell College of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.*

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### Core Value

The seminary has five core values.

1. **Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
  2. **Spiritual Vitality:** We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
  3. **Mission Focus:** We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
  4. **Characteristic Excellence:** What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
  5. **Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment.
- The core value focus for this academic year is ***Doctrinal Integrity***.

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### Course Description

The purpose of this course is to examine the development of worship in the Old Testament, New Testament, and throughout Christian history in order to evaluate the ways historical perspectives and practices of

worship may relate to worship in contemporary settings.

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**General Education Competencies (GECs)**

Leavell College has identified four General Education Competencies:

1. Critical Thinking
2. Oral Communication
3. Written Communication
4. Quantitative Reasoning

This course addresses GEC #1 & # 3.

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**Bachelor of Arts in Christian Ministry Program Student Learning Outcomes (BACM SLOs)**

Leavell College has identified three program Student Learning Outcomes:

1. Biblical Interpretation
2. Service and Leadership
3. Historical and Theological Interpretation

This course addresses BACM SLOs #1, #2, and #3.

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**Course Course Student Learning Outcomes (CSLOs)**

At the conclusion of the semester, the student will be able to:

- 1) Understand the theology and practice of worship in light of Christian Scriptures.
  - 2) Apply an understanding of selected worship forms in light of biblical Christian worship.
  - 3) Communicate contemporary worship practice in light of biblical and historical patterns of Christian worship.
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**Course Texts**

The following textbooks are required:

Segler, Franklin M. and Randall Bradley. *Christian Worship: Its Theology and Practice* 3rd ed.,  
Nashville: Broadman & Holman Publishers, 2006. [ISBN 9780805440676]

Steele, Ed. *Worship HeartCries: Personal Preparation for Corporate Worship*. 2nd ed. North  
Charleston, SC: CreateSpace Independent Publishing, 2016. [ISBN 9781530373574 Also available  
in ebook format.]

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## Course Requirements and Grading

### Assignments

1) Weekly Quizzes	20%
2) Class Participation	15 %
3) One Research Paper, 10 pages, plus bibliography*	20 %
4) Worship Projects	20%
5) Midterm and Final Exam	25%

\*(5 points will be added on to the Research Paper grade for those that use and show that they have incorporated the help given by the NOBTS Writing Center, The Write Stuff.)

Note: All course assignments must be completed in order to receive credit for the course. All quizzes will be taken online through Blackboard. Failure to complete the online quizzes will result in a failing grade for that assignment. The weekly quizzes cease to be available online by midnight, Saturday of each week; there are no make up times. Class discussion and participation play an important role in the learning process as well as the grade.

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### Course Outline      Schedule/exams

#### Weekly Chapter Quizzes

Each week there will be quizzes online that cover the material assigned for that week. The Unit folder containing the weekly quizzes cease to be available on Blackboard by midnight, Saturday of each week; there are no makeup times. *This assignment relates to CSLOs #1 and #2.*

#### Class Discussion

Class discussion and participation play an important role in the learning process as well as the grade. *This assignment relates to #3.*

#### Research Paper

Each student will complete a research paper on a topic of his or her choice based related to music and worship in the local church. This topic must be cleared with the professor before the second class.

Before the third class the student must submit a working bibliography of a minimum of ten sources and an opening outline for approval. The final research paper is due by Monday November 26<sup>th</sup> submitted as a hard copy and an attachment. Only documents submitted in MS Word or Word Perfect will be acceptable. Remember that you need to choose a topic related to worship of your interest for your Research Paper and email me with that topic.

#### Basic guidelines:

- 1) Topic must relate to worship and reflect issues covered in class.
- 2) Topic should be broad enough enable you to find sufficient research resources, yet not too broad to be covered in a paper the body of which is 10 pages

- 3) You will need a minimum of 10 authoritative resources, including books, articles, and internet sources.
- 4) Papers submitted after the assigned date will be marked down a letter grade for each day late. No papers will be received four days after the due date

#### Grading considerations for written assignments

Matters of style will count in the grading of written assignments. English grammar, syntax, spelling, punctuation, capitalization, etc., will be evaluated. Typographical errors and poor proofreading will be penalized. The latest edition of Kate L. Turabian's Manual for Writer's of Term Papers, Theses, and Dissertations will be the guide in all matters of form. The rubric for grading the Research Paper is found as an attachment to this syllabus and is in the Discussion Board section of Blackboard for this class. All assignments should be typewritten, except exams. Font size: Use Times Roman 12pt. This assignment is an embedded assignment that will be completed by all students for all sections of this course. The rubric for grading this assignment is attached to this syllabus. Please complete the assignment according to this rubric.

This assignment is an embedded assignment that will be completed by all students for all sections of this course. The rubric for grading this assignment is attached to this syllabus. Please complete the assignment according to this rubric. *This assignment relates to GEC #1 & #3, BACM SLOs #1, 2, & 3 and CSLO #3.*

#### **Worship Project A**

Each student will submit an order of worship. Instructions about the project will be given in class and are found on the Blackboard section of the class. *This assignment relates to CSLO#2. Due date: November 12<sup>th</sup>*

#### **Worship Project B**

Each student will study a particular problem common among our churches and present how they would address the issue. Each student will answer the questions in order and may use outline form to address each issue. The compiled information will then be submitted to the proper place in the class's Blackboard shell. *This assignment relates to GECs#1, and #3, BACM SLO #2, and CSLOs #2 and #3. Due date: November 26<sup>th</sup>.*

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### **Additional Course Information**

#### **Help for Writing Papers at "The Write Stuff"**

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

#### **Academic Honesty Policy**

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

### **Plagiarism on Written Assignments**

NOBTS has a no tolerance policy for plagiarism. Please be aware that plagiarism in certain cases may result in expulsion from the seminary. Refer to the NOBTS Student Handbook <http://www.nobts.edu/resources/pdf/student-services/NOBTSHandbook.pdf> where the definition, penalties and policies associated with plagiarism are clearly defined.

### **Classroom Parameters**

Please arrive on time.  
Turn off cell phones. Utilize laptops and other technology for class purposes only.  
Respect the professor and other members of the class.  
Maintain confidentiality when someone shares personal information.  
Participate in class and group discussions.

### **Blackboard and ITC Technical Support**

Blackboard is the instructional platform used in this class. Please make sure that your contact information is accurate and up-to-date. If you need assistance, please contact the Information Technology Center (Hardin Student Center 290 or call **504.816.8180**). Here are other helpful links to ITC assistance. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support request for help with the site (Access to online registration, financial account, online transcript, etc.)  
[BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard System. For Student Assistance in using Blackboard, visit: [Student Bb Help](#).  
[ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - for general technical questions/support requests.  
[www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

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### **Selected Bibliography**

- Basden, Paul A. *Exploring the Worship Spectrum*, Grand Rapids: Zondervan Publishing Co., 2004.
- Blackaby, Henry and Ron Owens. *Worship – Believers Experiencing God*. Nashville: Lifeway Press, 2001.
- Chapman, Kathleen. *Teaching Kids Authentic Worship – How to Keep Them Close to God for Life*. Grand Rapids: Baker Books, 2003.
- Furr, Gary A.; Price, Milburn. *The Dialogue of Worship: Creating Space for Revelation and Response*. Macon: Smyth and Helwys Publishing Inc., 1998.
- Giglio, Louie, *The Air I Breathe*. Sisters, OR: Mulynomah Publishers, Inc., 2003.
- Gilbert, Marlea, et al. *The Work of the People: What We Do in Worship and Why*. Bethesda: The Alban Institute, 2006.
- Hustad, Donald P. *Jubilate II: Church Music in Worship and Renewal*. Carol Stream: Hope Publishing Co., 1993.
- Kimball, Dan. *Emerging Worship*. Grand Rapids: Zondervan, 2004.

Morganthaler, Sally. *Worship Evangelism*. Grand Rapids, Zondervan, 1995.

Muchow, Rick. *The Worship Answer Book*. Nashville: J. Countryman, 2006.

Whaley, Vernon. *The Dynamics of Corporate Worship*. Grand Rapids: Baker Books, 2001.

Wilson, Jonathan. *Why Church Matters: Worship, Ministry, and Mission in Practice*. Grand Rapids: Brazos Press, 2006.

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## Worship Project B

### Introduction:

So far this semester we have studied biblical, historical, and theological bases related to corporate worship. We have looked at conflicts that have arisen throughout history related to worship. It would be easy to close our books and say, “So what does this have to do with me?” Actually, that’s a great question; one that deserves an answer. To answer that question, I would like to introduce you to a problem solving method that we will use to address practical issues. We have already laid a foundation. Now is your opportunity to do more than complete an assignment, but have a tool that could radically affect the future of your ministry in a local church. Here are the steps each group will take:

1. Receive and process the problem
2. Identify the issues
3. Turn the issues into questions
4. Turn the questions into a problem to be solved
5. Identify what we already know that addresses the problem
6. Identify information we still need to know
7. Figure out where to go to get that information
8. Make assignments, deploy, and come back together
9. Decide on a format for work product [format for compiled information]

So what is the problem?

*“You are the new worship pastor at a church who has a substantial number of senior adults, but limited number of young couples and students who are active within the church body. The pastor wants the church to grow and has brought you in with the hopes that more young couples and students will begin to attend. Several seniors have expressed reservations about major changes and some have even threatened to leave. Over 80% of the church’s financial support comes from those over the age of 60.”* What are you going to do?

### Procedure

Each student will answer the questions in order and may use outline form to address each issue. The compiled information will then be submitted to the proper place in the class’s Blackboard shell. [An example of one problem carried through the process is in the Documents folder of Blackboard.]

Worship Perspectives is one of the core classes and as such contains an embedded assignment, which reflects student outcomes. Your research paper will be graded with the following in mind:

### RESEARCH PAPER RUBRIC SCORING

WRITING CRITERIA	4—Excellent	3—Good	2—Meets Requirements	1—Needs Improvement	0—Inadequate*
The student completes well developed and logical assignments.	-Skillful logical organization with a clear line of reasoning  -Effective and smooth transitions	-Clear logical organization with a clear line of reasoning  -Competent transitions	-Adequate logical organization with some digression  -Basic transitions	-Some level of logical organization with frequent digressions  -Ineffective transitions	-No apparent organization to the paper  -No or poor transitions
The student composes grammatically correct sentences.	-Minimal or no grammatical errors; no major grammatical errors	-Few minor grammatical errors; no major grammatical errors	-Some grammatical errors; may include one major grammatical error	-Many grammatical errors	-Excessive grammatical errors
The student uses an effective writing style.	-Consistently varied sentence structure  -Communicates concisely  -Proper use of appropriate vocabulary	-Frequently varies sentence structure  -Rarely wordy  -Rare use of colloquialisms and clichés	-Sometimes varies sentence structure  -Occasional wordiness  -Occasional use of colloquialisms and clichés	-Seldom varies sentence structure  -Frequently wordy  -Frequent use of colloquialisms and clichés	-Does not vary sentence structure  -Excessive wordiness  -Excessive use of colloquialisms and clichés
The student incorporates appropriate supporting material.	-Skillful use of credible, relevant sources and/or examples	-Consistent use of credible, relevant sources and/or examples	-Adequate use of credible and/or relevant sources and/or examples	-Attempts to use credible and/or relevant sources and/or examples	-Fails to use credible, relevant sources and/or examples appropriately
The student follows prescribed style guide.	-Detailed attention to the prescribed style guide	-Consistent use of the prescribed style guide	-Adequate use of the prescribed style guide	-Attempts to use the prescribed style guide	-Failure to use the prescribed style guide
Comments					

\* A single mark in the “Inadequate” column for any criterion should result in a failing grade for the embedded assignment.

<b>CRITICAL THINKING CRITERIA</b>	<b>4—Excellent</b>	<b>3—Good</b>	<b>2—Meets Requirements</b>	<b>1—Needs Improvement</b>	<b>0—Inadequate*</b>
<b>The student will recognize validity of arguments.</b>	-Skillful ability to distinguish between arguments and unsupported claims  -Skillful ability to identify central claim of an argument	-Competent ability to distinguish between arguments and unsupported claims  -Competent ability to identify central claim of an argument	-Adequate ability to distinguish between arguments and unsupported claims with some noted confusion  -Adequate ability to identify central claim of an argument with occasional inconsistency	-Poor ability to distinguish between arguments and unsupported claims with frequent confusion  -Poor ability to identify central claim of an argument with frequent inconsistency	-Inability to distinguish between arguments and unsupported claims  -Inability to identify central claim of an argument
<b>The student will analyze arguments.</b>	-Skillful ability to determine components of an argument  -Skillful ability to relate an argument to the whole (thesis/ position)	-Competent ability to determine components of an argument  -Competent ability to relate an argument to the whole (thesis/ position)	-Adequate ability to determine components of an argument with occasional mistakes  -Adequate ability to relate an argument to the whole (thesis/ position) with occasional mistakes	Poor ability to determine components of an argument with frequent mistakes  -Adequate ability to relate an argument to the whole (thesis/ position) with frequent mistakes	-Inability to determine components of an argument  -Inability to relate an argument to the whole (thesis/ position)
<b>The student will critique arguments.</b>	-Skillful ability to evaluate assumptions and reliability of evidence  -Skillful ability to evaluate different types of arguments and potential counterarguments	-Competent ability to evaluate assumptions and reliability of evidence  -Competent ability to evaluate different types of arguments and potential counterarguments	-Adequate ability to evaluate assumptions and reliability of evidence with occasional mistakes  -Adequate ability to evaluate different types of arguments and potential counterarguments with occasional mistakes	Poor ability to evaluate assumptions and reliability of evidence with frequent mistakes  -Poor ability to evaluate different types of arguments and potential counterarguments with frequent mistakes	-Inability to evaluate assumptions and reliability of evidence  --Inability to evaluate different types of arguments and potential counterarguments  -
<b>The student will synthesize arguments.</b>	-Skillful ability to integrate evidence that provides persuasive support for a position and a conclusion	-Competent ability to integrate evidence that provides persuasive support for a position and a conclusion	-Adequate ability to integrate evidence that provides persuasive support for a position and a conclusion with occasional digressions	-Poor ability to integrate evidence that provides persuasive support for a position and a conclusion with frequent digressions	-Inability to integrate evidence that provides persuasive support for a position and a conclusion
<b>Comments</b>					

\* A single mark in the “Inadequate” column for any criterion should result in a failing grade for the embedded assignment.



BIBLICAL INTERPRETATION CRITERIA	4—Excellent	3—Good	2—Meets Requirements	1—Needs Improvement	0—Inadequate*
The student interprets Scripture in light of the original context.	-Has given careful attention to the historical context and demonstrated the context clearly	-Has given attention to the historical context and research is obvious in background thought	-Shows an awareness of the original context of the Scripture	-Some level of awareness of context but lacks consistency to the point that argument within the paper is greatly weakened	-Utilization of proof texting
The student applies appropriate hermeneutical principles.	-Addresses a range of interpretive concerns aptly, skillfully, critically, and effectively	- Shows awareness of such concerns, addressing most in a consistently appropriate and critically responsible manner	- Shows awareness of such concerns, addressing some in a consistently appropriate and critically responsible manner	-- Shows awareness of only a few of such concerns, addressing them in ways that are problematic, inaccurate, uncritical, or unhelpful	-Displays broad lack of awareness of such concerns and/or incompetence in addressing them
The student demonstrates a consistent theological approach.	-Demonstrates a consistent theology throughout the presentation with no lapses	-Demonstrates a consistent theological approach through the paper with only a minor lapse	-Demonstrates a consistent theological approach through the paper with several noted lapses	-Demonstrates inconsistencies in the paper to the point that the argument within the paper is weakened greatly	-Fails to demonstrate an awareness of a consistent theological framework for the paper
Comments					

\* A single mark in the “Inadequate” column for any criterion should result in a failing grade for the embedded assignment.