

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	BIBM 404
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	David Kneip
2	Course Teacher	David Kneip
3	Course Title	Worship Leading
4	Course Abbreviation (if title is over 30 characters)	N/A
5	College	CBS
6	Department	Bible, Missions & Ministry
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	N/A
11	Maximum number of hours credit	3
12	Explanation for variable credit	N/A
13a	Course contact hours - LEC	3
13b	Course contact hours - Lab	0
13c	Course contact hours - Practicum	0
13d	Course contact hours - Seminar	0
13e	Course contact hours - Studio	0
13f	Course contact hours - Online	0
13g	Course contact hours - Colloquium	0
13h	Course contact hours – Field Experience	0
13j	Course contact hours - Internship	0
13k	Course contact hours - Research	0
13m	Course contact hours - Workshop	0
13n	Course contact hours – Other (specify)	0
14	Instructor Workload	3
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	The class is dedicated to the topic and process of leading Christian worship. It includes lecture, practical, and seminar elements, to give students opportunities for reflection and conversation about leading worship, as well as

		supervised practical application and integration of their degree work toward planning and leading worship.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	BIBL 101 and 102 (or BIBL 103); BIBL 211
19	List any co-requisites	None
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	N/A
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	N/A
22a	How often will it be offered? Fall	Every year, starting in Fall 2017
22b	How often will it be offered? Spring	As needed, including in Spring 2016
22c	How often will it be offered? Summer	Never
23	Frequency? All, odd, or even years?	All
24	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Spring 2016
25	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	None
26	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes (Worship Ministry Track)
27	Should the addition of this course be retroactively applied to the degree plan it supports? Yes/no and explain	No
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught. (Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, courses may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i>	Yes, as BIBM 440, in Spring 2014 (2 students as a guided study) and Spring 2015 (8 students)
29	List any courses in which content overlaps the proposed course.	BIBM 403: Christian Worship; see the Additional Documentation Memo in the appendix to this

	(Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	application
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II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	1) This course may serve non-Bible majors as a General Education DBMM selection. 2) This course may serve Bible majors as a DBMM elective. 3) This course is required for the Worship Ministry track.
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	The degree plan for the Worship Ministry track was approved, but the course had never been developed because of a lack of demand. Demand is growing, and so the course needs to be fully developed and made permanent.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	The course is designed for upper-level undergraduates who have already completed the lower-level Bible sequence and who have an interest in leading corporate worship in Christian gatherings. They will have varying gifts and experience in worship leading, but interest is the key trait.
2	State the overarching course goal(s) in performance terms.	Through this course students will grow in their abilities to: • Speak and write capably about matters of worship and the leading of worship • Integrate their learning with new information about worship and the leading of worship • Give and receive feedback regarding the ideas and actions of others regarding worship and the leading of

		worship • Connect others' ideas about worship with their own perspectives and experience • Envision, plan, and execute services of Christian worship
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2. Competencies and Measurements

	Competency	Measurement
1	Speak and write capably about matters of worship and the leading of worship	4 short papers on the course readings, spaced through the semester
2	Integrate their learning with new information about worship and the leading of worship	The 4 short papers, and class discussions
3	Give and receive feedback regarding the ideas and actions of others regarding worship and the leading of worship	Regular feedback sessions regarding worship services that the students create, and class discussions regarding worship services in outside churches
4	Connect others' ideas about worship with their own perspectives and experience	The 4 short papers, and class discussions
5	Envision, plan, and execute services of Christian worship	3 worship services created by students during the course of the semester
6		
7		
8		
9		

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

In addition to a Bible, four primary texts will be needed for this course:

- Paul A. Basden, ed., *Six Views on Exploring the Worship Spectrum* (Grand Rapids, MI: Zondervan, 2004)
- Constance Cherry, *The Worship Architect: A Blueprint for Designing Culturally Relevant and Biblically Faithful Services* (Grand Rapids, MI: Baker Academic, 2010)
- Bob Kauflin, *Worship Matters: Leading Others to Encounter the Greatness of God* (Wheaton, IL: Crossway, 2008)
- Kimberly Bracken Long, *The Worshiping Body: The Art of Leading Worship* (Louisville, KY: Westminster John Knox Press, 2009)

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

x	1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
x	2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
x	3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
x	4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
x	5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
x	6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
x	7	Justification — Attach all documents referred to in Section II-2
x	8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
x	9	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name BIBM 404

Primary Department



Department Chair

10.7.14
Date



Dean of the College

10-26-31
Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Actions *Place all actions on one page.*

Course ID: BIBM 404

Course Title: Worship Leading

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐ Christopher R. Hutten 10-12-15
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ☐ Denied ☐ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

ACU Syllabus Checklist

Revised on July 15, 2014 based on ACU New Course Application v10.5.

Course Title and Number

BIBM 404 Worship Leac

Reviewer

David Christianson



Developer

David Kneip

About the course

- ☒ Course number and title
- ☒ Credit hours
- ☒ Semester and year
- ☒ Meeting time and place
- ☒ Prerequisites/co-requisites

About the instructor(s)

- ☒ Name and title or rank
- ☒ Office location
- ☒ Contact information
- ☒ Office hours/contact expectations

Mission statements

- ☒ ACU mission statement
- ☒ College mission statement
- ☒ Department mission statement
- ☐ Personal mission statement (optional)

Unique Christian Perspective

- ☒ Description of how learning and Christian faith are integrated in the course

Course Content

- ☒ Catalog description

- ☒ Intended audience
- ☒ Outline of topics

Teaching/Learning Methods and Format of Class Sessions

- ☒ Description of the types of activities students should expect in the course

Materials

- ☒ Required and optional materials, including textbooks, etc.

Learning Objectives/Competencies

- ☒ Specific competencies stated in measurable terms
- ☒ Assignments or instruments that will be used to assess the competencies.

Assessment/Grading Criteria

- ☒ Complete and accurate details of factors and elements that will comprise the final grade
- ☒ Weight or point value of all graded elements
- ☒ Grading scale with clear expectations for grades
- ☐ Extra credit opportunities (optional)

University Policies

- ☒ Special needs policy -ADA
- ☒ Academic integrity policy (recommended)
- ☐ Title IX policy (recommended)

Course Policies

Expectations and consequences regarding:

- ☒ Participation
- ☒ Attendance and tardiness
- ☐ Course specific academic integrity policy (optional)

Calendar

(Note: Calendar is not required for Course Application, but it must be included in all syllabi distributed to students.)

- ☐ Exam dates (N/A)
- ☒ Assignments
- ☒ Due dates and other deadlines (and late assignment/exam policy)
- ☒ Schedule of readings and topics
- ☐ Statement to reserve the right to modify the calendar as necessary

Any comments?

Be sure to indicate near the course calendar that the calendar may be modified as necessary.

✓ DK
10/6/15

Submit

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ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: October 6, 2015
TO: Dr. David Kneip
FROM: Mark McCallon, Associate Dean for Library Resources
RE: Course Application for BIBM 404 – Worship Leading

After reviewing the course application and syllabus, the library can adequately support the proposed course. Please contact the Theological Librarian Craig Churchill (churchillc@acu.edu) regarding specific resources that the library needs to purchase for future revisions to the course. Thank you for letting us examine the course proposal.

Wednesday, September 30, 2015

Abilene Christian University

Re: BIBM 404 Application

Dear David,

The Adams Center for Teaching and Learning has completed the review BIBM 404: Worship Leading. The syllabus was reviewed based on the ACU Syllabus Guidelines. The syllabus proposed meets or exceeds most of the expectations described in these guidelines.

Please address the following before submitting the syllabus to the academic Council.

- Be sure to indicate near the course calendar that the calendar may be modified as necessary.

✓ DK
10/6/15

There is no need to return the syllabus to the Adams Center for further review. Of course, if you would like to discuss this suggestion or any other aspect of your syllabus or instructional strategies, please contact me and we will schedule a time as soon as possible. We are here to serve you as you help prepare students for Christian service and leadership throughout the world.

Grace and Peace,



David Christianson
Instructional Designer
Adams Center for Teaching and Learning
Abilene Christian University

ADDITIONAL DOCUMENTATION MEMORANDUM

To: Decision makers regarding new courses in the Bible department

From: David Kneip, course developer, and teacher of BIBM 403: Christian Worship DK

Re: The new course BIBM 404: Worship Leading

Date: September 24, 2015

To whom it may concern,

The following represents the answers to a few of the questions in the "Additional Documentation" section of the New Course Application.

3. BIBM 404: Worship Leading does overlap with some content in BIBM 403: Christian Worship, in the sense that it builds on concepts introduced there. However, any conceptual repeating is introduced so that students can apply that knowledge more directly to the actual leading of worship, and not just their knowledge about it. Should students not have taken the prior course, there are opportunities provided for remedial learning.

4. Departmental resources: the only resource specifically needed for the course that is restricted to the Department is the professor.

5. Other resources: The College provides the building (needed for the room), and the University maintains the technology (computers and internet access needed for accessing worship bulletins, videos, etc.). My personal relationship network provides the guest speakers that are a regular feature of the course (typically from Abilene-area churches); no resources are needed to support this feature.

6. Expenses: none beyond the paying of my salary and a possible graduate assistant, both of which are maintained on an ongoing basis by CBS.

Name: _____

BA Ministry & Vocation – Track: Worship For Students Entering Fall 2015/Spring 2016

(Catalog expires in August 2021)

ACT: _____

English

Math

Reading

Science

Comp

SAT: _____

Verbal

Math

Total

This is a sample schedule to illustrate how long it will take to complete this degree plan. Additional semesters may be necessary if you are required to complete courses listed in the right-hand column or if you repeat courses. Consult with your academic advisor before changing the sequence of courses. Some courses are not offered every semester and some courses have prerequisites. Check the course description in the current catalog for details. Failure to complete courses in the recommended sequence may delay graduation.

FR Fall 16	⁺ BIBL 101 Jesus: His Life & Teachings of (Majors)	ENGL 111 Composition & Rhetoric	CORE 110 Cornerstone	** Elective MUST 111 Elem Theory Sight Singing/Ear T (1 hour)	** Elective MUST 131 Elem Theory I: Analysis & Keyboard	** Elective MPEI or MPEV Performance Ensemble 1 hour	@ Social Science/Humanities/ Fine Arts (See ACU catalog)	Required if condition of Admission:
FR Spring 17	⁺ BIBL 102 Early Christians: Life, Literature and Community (Majors)	ENGL 112 Composition & Literature	Math 120 or higher Quantitative Reasoning	** Elective MUST 112 Elem Theory Sight Singing/Ear T (1 hour)	** Elective MUST 132 Elem Theory II Analysis & Keyboard	** Elective MUSM 131 Music in World Cultures (2 hours)	@ ENGL 200 – 299 Literature	UNIV 011 Learning Strategies
SO Fall 17	BIBL 211 Message of the Old Testament (Majors)	@ COMM 211 (pre-reg ENGL 111 & ENGL 112) Speech & Rhetoric	@ Social Science/Humanities/ Fine Arts (See ACU catalog)	BGRK 221 NT Greek Begin I Or 111 SPAN, FREN, GER	** Elective MPEI or MPEV Performance Ensemble 1 hour	** Elective MUSM 132 Music Literature (2 hours)	@ PEAC activity (1 hour)	
SO Spring 18	BIBL 320 Introduction to Biblical Interpretation	• ENGL 200 – 299 Literature	• CORE 210 Identity & Community (pre-reg ENGL 111 & CORE 110)	BGRK 222 NT Greek Begin II Or 112 SPAN, FREN, GER	@ Science (Courses in different areas – see ACU catalog)	@ PEAC 100 Lifetime Wellness or PEAC activity (1 hour)		May be required based on ACT or SAT scores:
JR Fall 18	BIBM 439 Teaching for Spiritual Formation (Writing Intensive)	@ Science (Courses in different areas – see ACU catalog)	Track: BIBH 432 Story of Spiritual Formation	BGRK 331 Elem Grk Readings I Or 221 SPAN, FREN, GER	@ General Education Selection (See ACU catalog)	** Elective Applied (private) minor lessons 1 hour		MATH: MATW 019 MATW 120/020 MATW 130/030
JR Spring 19	*BCOR 310 The Search of Meaning (pre-reg Junior standing)	BIBM 391 Ministry in Context (Pre-Internship)	Track: BIBM 403 Christian Worship	BGRK 332 Elem Grk Readings II Or 222 SPAN, FREN, GER	** Elective MUSE 334, 335, 336 or MUSM 331, 431, 432, 439 (non-duplicative)	@ Required Summer Internship BIBM 429 Field Education 2 hours		ENGLISH: ENGL 003/004 ENGL 106/006 ENGL 107/007
SR Fall 19	Foreign Language/Cultural Competency/Awareness	*BIBM 491 Senior Capstone Experience 1 hour	Track: BIBM 404 Worship Leading (TBA)	BIBM 493 Preaching (Ministry)	** Elective MUSE 334, 335, 336 or MUSM 331, 431, 432, 439 (non-duplicative)	** Elective Applied (private) minor lessons 1 hour		
SR Spring 20	BIBT 379 The Church or BIBT 491 Theology (Theology)	Elective	Track: BIBH 380 Survey of Church History or BIBH 383 Restoration History	Elective	Elective (2 hours)			Total Hours = 128

Symbol Key: ⁺ Freshman Requirement. @ Course typically available in a summer term. * Classes used to calculate major GPA (ACU classes only). Minimum 2.25 cumulative GPA required overall: 2.50 in major area • This course or its equivalent is offered at one of ACU's semester-long Study Abroad sites. Those planning to study abroad should save these courses. See www.acu.edu/study-abroad for updated courses. Each block represents 3 hours unless otherwise noted.

Abilene Christian University
Department of Bible, Missions, and Ministry
Spring Semester 2016

BIBM 404
WORSHIP LEADING
(3 credit hours; lecture)

David C. Kneip, Instructor

SCHEDULING MATTERS

- Class Meetings: M, 3:00-5:50 pm, in BSB 104
- Office Hours (BSB 234): MWF, 10:00-11:00 am; MW, 1:00-3:00 pm; or by appointment
- Contacting the Instructor:
 - Email: david.kneip@acu.edu
 - Office phone: 325-674-3743
 - Cell phone (call in emergencies): 325-725-0155
 - Facebook: www.facebook.com/davidckneip

COURSE DESCRIPTION AND INTENDED AUDIENCE

The class is dedicated to the topic and process of leading Christian worship. It includes lecture, practical, and seminar elements, to give students opportunities for reflection and conversation about leading worship, as well as supervised practical application and integration of their degree work toward planning and leading worship. Prerequisites for the course are BIBL 101 and 102 (or BIBL 103), and BIBL 211.

On a day-to-day basis, the aspects of the course described in the previous paragraph will manifest themselves in a variety of class activities: lecture, discussion, interacting with guest speakers, and executing and reflecting on worship services. The overall grade will combine the practical, theoretical, and expressive aspects of the course, being based on engagement in the class activities and the writing of four papers.

The class is appropriate for a broad audience of students, including worship ministry majors (for whom it serves as a capstone experience), Bible majors in other tracks (as a major's elective), and students of all majors. Because Christian beliefs and practices are woven throughout the course (in readings, discussions, and the topic under discussion), Christian faith is desired in the course participants, as well as an interest in leading Christian worship.

ASSOCIATED MISSIONS

The mission of ACU is to educate students for Christian service and leadership throughout the world. The College of Biblical Studies partners with this mission by seeking to provide leadership preparation and resources for effective worldwide ministry in the cause of Christ. In concert with these goals, the Department of Bible, Missions, and Ministry is twofold: 1) to equip all departmental majors with a broad spectrum of knowledge, skills, and experiences in preparation for further study or for engagement in ministry; and 2) to provide all ACU students with biblical and spiritual resources with which they may live as committed disciples.

REQUIRED TEXTS

In addition to a Bible, four primary texts will be needed for this course:

- Paul A. Basden, ed., *Six Views on Exploring the Worship Spectrum* (Grand Rapids, MI: Zondervan, 2004)
- Constance Cherry, *The Worship Architect: A Blueprint for Designing Culturally Relevant and Biblically Faithful Services* (Grand Rapids, MI: Baker Academic, 2010)
- Bob Kauflin, *Worship Matters: Leading Others to Encounter the Greatness of God* (Wheaton, IL: Crossway, 2008)
- Kimberly Bracken Long, *The Worshiping Body: The Art of Leading Worship* (Louisville, KY: Westminster John Knox Press, 2009)

COURSE COMPETENCIES AND MEASUREMENTS

Competencies: In this course, students will grow in their abilities to:	Measurements: These competencies will be measured as follows:
• Speak and write capably about matters of worship and the leading of worship	• 4 short papers on the course readings, spaced through the semester
• Integrate their learning with new information about worship and the leading of worship	• The 4 short papers, and class discussions
• Give and receive feedback regarding the ideas and actions of others regarding worship and the leading of worship	• Regular feedback sessions regarding worship services that the students create, and class discussions regarding worship services in outside churches
• Connect others' ideas about worship with their own perspectives and experience	• The 4 short papers, and class discussions
• Envision, plan, and execute services of Christian worship	• 3 worship services created by students during the course of the semester

EVALUATIONS

All student contributions will receive letter grades (A, B, C, D, F); general characteristics of the kind of work associated with each letter grade appear in the Appendix. The specific evaluations this semester are as follows:

Class Contributions

The nature of the class meetings necessitates that students prepare for the meetings as they are instructed and participate for the benefit of themselves and their colleagues. These contributions account for 20% of the semester grade. More information about these contributions will be provided as the semester progresses.

Personal Reflection

Bob Kauflin's *Worship Matters* speaks to the heart of worship and of worship leaders. As a part of the semester's conclusion, students will write a 5-page personal reflection on the

book, considering not only the content of the book but also their experience worshiping and leading worship. A prompt and rubric will be provided. The paper will account for 15% of the semester grade and will be due Feb. 15.

Book Reviews

Students will write two 5-page book reviews, of Cherry's book *The Worship Architect* and Long's *The Worshiping Body*, respectively. A more involved prompt and rubric will be provided. The papers will each account for 15% of the semester grade and will be due Mar. 28 and at the final exam session, respectively.

Response Extensions

Paul Basden's book consists of six writers giving their opinions, after each of which the other five writers responds. For this paper, students will write a 350-500 word response to each of the six positions outlined from their own perspective and experience. A rubric will be provided. The paper will account for 15% of the semester grade and will be due Apr. 11.

Worship Service

Because the class is a worship leading practicum, a key part of the class is the planning of worship and the evaluation of worship planning. As a result, students will lead multiple worship services, including one at the end of the semester, that will serve as the summative project for the semester. Students will work in teams to execute all aspects of planning and carrying out of the worship service, and to write the "worship guide" that will accompany the service. Tasks for the final service will include the recruitment of fellow participants and the invitation of guests and at least one other professor (student's choice), the latter of whom will also participate in the giving of feedback on the service. This last service will account for 20% of the semester grade. A rubric will be provided.

GRADING STRUCTURE

As noted above, all assignments will receive letter grades; these letter grades have numerical equivalents that derive from a 100-point grading scale (A+ = 98; A = 95; A- = 92; B+ = 88; B = 85; B- = 82; etc.). The individual assignments contribute to the total semester grade, as follows:

Class Contributions:	20%
Personal Reflection:	15%
Book Review 1:	15%
Response Extensions:	15%
Book Review 2:	15%
<u>Worship Service:</u>	<u>20%</u>
TOTAL:	100%

The overall course grade will be assigned based on the same 100-point grading scale (90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 0-59% = F).

COURSE POLICIES

Academic Honesty

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a

form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following:

- Failure to give credit to sources used in a work, in an attempt to present the sourced material as one's own. This includes lifting sentences or whole paragraphs from Internet sources such as Wikipedia without clearly putting the material in quotation form and giving full credit in proper citation form.
- Putting others' ideas in one's own words without giving them credit
- Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own
- Cheating (either by giving or by receiving information) in any form on an exam or quiz
- Submitting for this class all or a portion of a paper that is/was used for another class.

Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link: <http://www.acu.edu/campusoffices/studentlife/judicialDocuments/AcademicIntegrityPolicy.pdf>.

Technology

The following policies will obtain concerning matters of technology:

- Technological devices may be used for class purposes, but they should only be used for class purposes and with self-discipline; texting and other such non-class uses will not be tolerated. Should the instructor judge that students are paying more attention to their devices than to the class material, they will be counted absent for the session.
- If students possess cell phones in addition to their iDevices, they should turn them off before the beginning of class meetings.
- Technology problems are not suitable excuses for late or missed work. Assignments are due at the beginning of class meeting times.

Late Work

All assignments must be submitted by the due date given in the syllabus. Students may turn in one assignment late at their discretion, but any subsequent late assignments will automatically receive a zero. The latest time at which a student may submit a late assignment is 5:00 pm on Friday of finals week.

Attendance

Attendance and punctuality at all class sessions is expected; in fact, the nature of the course and its readings renders attendance and class participation necessary to receive the full benefit of the course meetings. The following constitute the instructor's policies regarding attendance and punctuality:

- Students who miss class are responsible for the material covered and any assignments made. Ignorance of an assignment will not excuse late work.
- Absences may be excused in the event of students' acute illness, a death in the family, school-sponsored activities, etc.; in these cases students must provide the instructor advance notice when at all possible, and they must provide appropriate documentation either before or after the fact. Ideally, the instructor will be informed ahead of time about potential absences, so that class sessions can be re-scheduled.
- Three unexcused absences will result in the loss of a letter grade for the semester.

- Should a student miss more than three meetings for any reason, the student will receive a WF ("Withdrawn Failing") at the end of the semester.

Students with Disabilities

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha office directly at (325) 674-2667.

ACU is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

COURSE CALENDAR
(NB: Calendar may be modified as necessary)

<u>Date</u>	<u>Session Focus</u>	<u>Assignments for <i>before</i> class</u>
Jan. 11	Introduction to the Class	Get the books
Jan. 18	NO CLASS: UNIVERSITY HOLIDAY	Get ahead on readings
Jan. 25	Thinking: The Worship Leader's Character and Task Leading: "Simple" Worship Services Praxis: Leading a Congregation (and Flying Solo)	Read Kauflin, Parts One and Two Plan a Monday Chapel Service Prep Service 1A
Feb. 1	Thinking: Holding Two Things in Tension Leading: Worship for Small Groups Praxis: Building a Team (Guest speaker: Brandon Scott Thomas, Highland Church of Christ)	Read Kauflin, Part Three Plan a Small Group Chapel of Your Choice Prep Service 1B
Feb. 8	Thinking: Important Relationships Leading: Your Primary Worship Context Praxis: Pastoring a Team (Guest speaker: Jeremy Kirles, Beltway Park Baptist Church)	Read Kauflin, Part Four Plan a Typical Service as it is Done at Your Church Prep Service 1C
Feb. 15	Thinking: Foundational Elements of Worship Leading: Worship Analysis Praxis: Using Liturgical Tools in Worship (Guest speaker: Adam Samuels, St. Paul's United Methodist Church)	Personal Response Due Read Cherry, chs. 1-2, 15 Bring a One-Page Analysis of How Hospitable and Christ-Centered Your Church's Worship Is
Feb. 22	Thinking: The Word and Music Leading: Service of the Word Praxis: Productivity and Personal Discipline (Guest speaker: Todd Wilson, First Baptist Church)	Read Cherry, chs. 3, 5, 10-11 Plan a Summit Worship Service
Feb. 29	Thinking: The Eucharist and Prayer Leading: Service of the Table Praxis: Personal Worship/Spirituality (Guest speaker: Michael Chandler, New Hope)	Read Cherry, chs. 6-7, 9 Plan a Multi-Congregational Eucharist Service

	Church)	
Mar. 7	Thinking: Gatherings, Sendings, and the Year Leading: Worship Analysis Praxis: Equipping Other Worship Participants (Guest speaker: Brian Clifton, Broadview Baptist Church)	Read Cherry, chs. 4, 8, 12 Bring a One-Page Analysis of How Effective and Theologically Sensitive Your Church's Gatherings and Sendings Are
Mar. 14	NO CLASS: SPRING BREAK	
Mar. 21	Thinking: Introducing the Idea of "Style" Leading: All-Music Worship Praxis: Seeking God in Worship Planning (Guest speaker: Josh Lai, GracePoint Church)	Read Cherry, chs. 13-14; Basden, Introduction and ch. 1 Plan an Immersed/Drenched Chapel Prep Service 2A
Mar. 28	Thinking: Various Worship "Styles" Leading: More Traditional Services Praxis: Co-Leading with Others (Guest speaker: Lauren Webb, Fountaingate Fellowship)	Book Review 1 Due Read Basden, chs. 2-4 Plan a Hymnbook-Based Service of Your Choice Prep Service 2B
Apr. 4	Thinking: Various Worship "Styles" Leading: Very Contemporary Services Praxis: Technical Helps	Read Basden, chs. 5-6 and Conclusion Plan an "Emergent Service" Prep Service 2C
Apr. 11	Thinking: Embodied Worship Leading: Weddings Praxis: Discipling/Mentoring Younger Leaders (Guest speaker: Kert Prater, Southside Baptist Church)	Response Extensions Due Read Long, chs. 1-2 Plan a Wedding Service
Apr. 18	Thinking: Our Faces Leading: Funerals Praxis: Worship Service 3A	Read Long, chs. 3-4 Plan a Funeral Service Prep Service 3A
Apr. 25	Thinking: Our Hands and Feet Leading: Baptisms Praxis: Worship Service 3B	Read Long, chs. 5-7 Plan a Baptismal Service Prep Service 3B
TBA	Final Exam Session Praxis: Worship Service 3C	Book Review 2 Due Prep Service 3C

APPENDIX: GRADING CRITERIA FOR WRITTEN WORK

As noted above, the grades for written evaluations will receive letter grades, and these letter grades correspond to numbers on a 100-point scale. The criteria listed below serve as basic descriptions of the different grades that may be assigned for the written work that students will do this semester. Each specific assignment will be accompanied by a re-articulation of criteria by which it will be evaluated – with more specifics dedicated to each assignment – and all such assignments and criteria will be made available in an electronic format prior to each the execution of each assignment.

A Excellent, Outstanding, Fluent, Thought-Provoking, Original

“A” work is a superior and carefully organized response to the assigned topic, each paragraph or component having (where appropriate) a controlling idea and excellent supporting detail, the style fluent and the content thought-provoking. It addresses all aspects of the prompt and follows all directions indicated by the prompt. There are few if any major mechanical errors. The presentation shows thought and original insights by the writer, independent of the teacher and/or text.

B Good, Above Average, Clear, Well-Organized

“B” work is a good response to the assigned topic, in which each paragraph or component has (where appropriate) a controlling idea that is adequately supported by detail. The sentences are clear and show some variety. Mechanical errors are not overly distracting to the reader. The writer has mastered the material presented by the text and the teacher.

C Average, Adequate, Competent, Fair, Unoriginal

“C” work is an adequate, routine response to the assigned topic. A central idea, if needed, is stated (perhaps too generally), and it is more or less held to and supported in token fashion. The style is moderately clear and the mechanics are reasonably competent. Errors in grammar, punctuation, usage, and organization may be distracting but do not seriously interfere with a reader’s understanding of the paper.

D Below Average, Inadequate, Ineffective, Unclear, Under-Developed

“D” work is an inadequate response to the assigned topic, by virtue of significant mechanical errors that make the communication ineffective, weaknesses of word choice, insufficient support or understanding of the topic. There may be a stated controlling idea, but the relation of details to it is unclear. The writer followed the assignment directions only marginally.

F Failure for one or more of the following reasons: Blocked Communication, Plagiarism/Cheating, Major Errors, Illiteracy, Directions Not Followed, Badly Under-Developed

“F” work is an altogether unacceptable response to the assigned topic whether by failure of the writing, the thought, or both. The voice of the writer fails to appear because someone else’s language was appropriated or because gross errors have blocked communication. A controlling idea is not stated or, if so, it is incoherent or undeveloped. Errors in diction may suggest illiteracy. The writer did not follow the directions for the assignment at all.