

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: MW, 3:00-4:20 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
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 - 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 worshipping 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 Worshipping 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)

Week 1: Jan. 11, 13	<i>The To-Do List</i>
M: Introduction to the Class W: Introduction to the Syllabus	M: Get the books W: Read the syllabus
Week 2: Jan. 18, 20	
M: NO CLASS (Martin Luther King, Jr. Day) W: Leading: Basics of Worship Leading	M: Get ahead on reading W: Get ahead on reading
Week 3: Jan. 25, 27	
Thinking: The Worship Leader's Character and Task Leading: "Simple" Worship Services Praxis: Leading a Congregation Solo	M: Read Kauflin, Part One, Plan a Monday Chapel Service W: Read Kauflin, Part Two; Prep Service 1A
Week 4: Feb. 1, 3	
Thinking: Holding Two Things in Tension Leading: Worship for Small Groups Praxis: Building a Team (Guest speaker: Brandon Scott Thomas, Highland Church of Christ)	M: Read Kauflin, Part Three; Plan a Small Group Chapel of Your Choice W: Prep Service 1B
Week 5: Feb. 8, 10	
Thinking: Important Relationships Leading: Your Primary Worship Context Praxis: Pastoring a Team (Guest speaker: Jeremy Kirles, Beltway)	M: Read Kauflin, Part Four; Plan a Typical Service as it is Done at Your Church W: Prep Service 1C
Week 6: Feb. 15, 17	
Thinking: Foundational Elements of Worship Leading: Worship Analysis Praxis: Using Liturgical Tools in Worship (Guest speaker: Adam Samuels, St. Paul's United Methodist Church)	M: Personal Response to Kauflin Due; Read Cherry, chs. 1-2, 15 W: Bring a One-Page Analysis of How Hospitable and Christ-Centered Your Church's Worship Is

Week 7: Feb. 22, 24	
Thinking: The Word and Music Leading: Service of the Word Praxis: Productivity and Personal Discipline (Guest speaker: Todd Wilson, First Baptist Church)	M: Read Cherry, chs. 3, 5, 10-11 W: Plan a Summit Worship Service
Week 8: Feb. 29, Mar. 1	
Thinking: The Eucharist and Prayer Leading: Service of the Table Praxis: Personal Worship/Spirituality (Guest speaker: Michael Chandler, New Hope Church)	M: Read Cherry, chs. 6-7, 9 W: Plan a Multi-Congregational Eucharist Service
Week 9: Mar. 7, 9	
Thinking: Gatherings, Sendings, and the Year Leading: Worship Analysis Praxis: Equipping Other Worship Participants (Guest speaker: Brian Clifton, Broadview Baptist Church)	M: Read Cherry, chs. 4, 8, 12 W: Bring a One-Page Analysis of How Effective and Theologically Sensitive Your Church's Gatherings and Sendings Are
Week 10: Mar. 14, 16	
NO CLASS: Spring Break	Get ahead on reading
Week 11: Mar. 21, 23	
Thinking: Introducing the Idea of "Style" Leading: All-Music Worship Praxis: Seeking God in Worship Planning (Guest speaker: Josh Lai, GracePoint Church)	M: Read Cherry, chs. 13-14; Basden, Introduction and ch. 1; Plan an Immersed/Drenched Chapel W: Prep Service 2A
Week 12: Mar. 28, 30	
Thinking: Various Worship "Styles" Leading: More Traditional Services Praxis: Co-Leading with Others (Guest speaker: Lauren Webb, Fountaingate Fellowship)	M: Book Review 1 Due; Read Basden, chs. 2-4 W: Plan a Hymnbook-Based Service of Your Choice; Prep Service 2B

Week 13: Apr. 4, 6	
Thinking: Various Worship "Styles" Leading: Very Contemporary Services Praxis: Technical Helps	M: Read Basden, chs. 5-6 and Conclusion; Plan an "Emergent Service" W: Prep Service 2C
Week 14: Apr. 11, 13	
Thinking: Embodied Worship Leading: Weddings Praxis: Discipling/Mentoring Younger Leaders (Guest speaker: Kert Prater, Southside Baptist Church)	M: Response Extensions Due; Read Long, chs. 1-2 W: Plan a Wedding Service
Week 15: Apr. 18, 20	
Thinking: Our Faces Leading: Funerals Praxis: Worship Service 3A	M: Read Long, chs. 3-4; Plan a Funeral Service W: Prep Service 3A
Week 16: Apr. 25, 27	
Thinking: Our Hands and Feet Leading: Baptisms Praxis: Worship Service 3B	M: Read Long, chs. 5-7; Plan a Baptismal Service W: Prep Service 3B
Week 17: May 3-6 (Final Exam Week)	
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.