



PATH5300: Worship Leadership
New Orleans Baptist Theological Seminary
Pastoral Ministries Division
Summer 2020 (online)

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Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is **Spiritual Vitality**: “We are a worshipping 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.” [current *Graduate Catalog*].

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The competencies addressed in this course are:

Servant Leadership -- To serve churches effectively through team ministry; and
Worship Leadership -- To facilitate worship effectively.

Course Description

This introductory course will enable the student to plan, facilitate, and give spiritually-directed leadership to people in worship by studying theological and historical foundations, church music, and worship practices. Additional attention will be given to platform behavior. [*Graduate Catalog*]

Student Learning Outcomes

By the end of the course, the student who satisfactorily fulfills the requirements should be able to:

1. Understand the biblical, theological, and historical foundations of Christian worship as a form of religious expression;
2. Appreciate the forms of biblical worship in the light of the broader cultural environment in which Israel and the Church expressed their faith;
3. Understand the worship elements, as well as various designs and philosophies, used in the planning of Christian worship in evangelical churches;
4. Evaluate a variety of worship forms in light of a biblical theology of Christian worship;
5. Appreciate important worship issues facing local churches today;
6. Lead worship in a local church based upon principles for faithful worship that brings glory to God and transformation to those worshipping; and
7. Value staff relationships in planning and leading worship.

Embedded Assignment

This assignment is an embedded assignment that will be completed by all students for all the sections of this course. The rubric for grading this assignment is below. Please complete the assignment according to the syllabus and rubric.

Each student will write a minimum 250-word response to **each** of the assigned exam questions. These questions will be posted on Blackboard during the final week of the course.

GRADING RUBRIC FOR PATH5300 EMBEDDED ASSIGNMENT

Understanding:

- 0 1 2 3 4 Student understands biblical guidelines and specific biblical texts for worship leadership.
- 0 1 2 3 4 Student understands the major critical issues and challenges in corporate worship leadership.
- 0 1 2 3 4 Student understands the differences among major strategies of corporate worship designs.

Application:

- 0 1 2 3 4 Student applies ideas discussed in class and textbooks.
- 0 1 2 3 4 Student develops appropriate, specific, detailed corporate worship plans, reflective of a biblical theology.
- 0 1 2 3 4 Student uses appropriate corporate worship elements.

Communication:

- 0 1 2 3 4 Student expresses himself/herself with clarity, coherence, relevance, and professionalism.
- 0 1 2 3 4 Student organizes material in a logical manner.

Grading Scale Criteria

- 4 -- Exceptional quality, demonstrating superior workmanship and scholarship in exegesis of the passage; demonstrates specific, accurate and relevant use of class textbook and course concepts; reflects thoughtful consideration and addresses specific issues appropriately, constructively, and relevantly; follows syllabus instructions and format of the example; work submitted on time
- 3 -- Better quality than the class average; demonstrates that every detail of the assignment has been given careful attention; follows syllabus instructions and format of the example; work submitted on time
- 2 -- Met the requirements satisfactorily; demonstrates a quality at least comparable to the class average; follows syllabus instructions and format of the example; work submitted on time
- 1 -- Low passing; below the quality of the class average; student is not prepared for advanced work
- 0 -- Unsatisfactory work; reflects little or no use of specific references to class textbook and course lectures; resources are too few, or only devotional and general in nature

Textbooks

Required:

The Bible

Engle, Paul and Basden, Paul, ed. *Exploring the Worship Spectrum: 6 Views* (Zondervan, 2004; and as an e-book)
Sharp, Michael and Smith, Argile. *Holy Gatherings* (Outskirts, 2009)

Recommended:

Block, Daniel I. *For the Glory of God* (Baker Academic, 2014)

Course Teaching Methodology

The course will involve the following methodologies:

1. Recorded lectures, audio supplemented Power Point presentations, electronically published materials, and worksheets will present the principles and methods of worship leadership.
2. Assigned readings will summarize principles, perspectives.
3. Audios, videos, and web streaming will demonstrate examples.
4. Writing assignments and student presentations will facilitate experiential learning of the course content and learning outcomes. Resource persons may be used to share experiences.

5. Group discussion boards and blogs will stimulate personal insights.
6. Mandatory video conference sessions will clarify expectations, concepts, and answer questions.

Course Requirements

1. **BLACKBOARD:** NOBTS ITC will create an account on Blackboard and enroll you in this course. You will confirm an account and your enrollment in the course Blackboard. If you are unable to access the course on Blackboard or experience technical difficulties, please contact the NOBTS Blackboard Helpdesk.

DUE: First Friday of Week 1

Note: All course assignments must be submitted via the course Blackboard. Documents emailed to the professors will not be accepted.

2. **VIDEO CONFERENCE DISCUSSIONS:** Several video conference sessions will be presented during the course. Students can participate **using a web camera** and broadband internet-connected computer. Students will be invited to indicate their intention to attend. Based on enrollment a second video section may be opened to allow participation. This helps manage the size of the session to allow participation. Detailed instructions for connecting will be sent via e-mail to students who have indicated by the announced deadline the intent to attend the video conference. The sessions will be recorded. Students must participate in and/or observe at least three sessions. This requirement is a part of class participation.
3. **WEEKLY LEARNING UNITS:** This online design is comprised of fourteen (14) learning units. Each learning unit contains one week of course work. The current learning unit closes at midnight (central time) on Monday and a new learning unit opens each week on Monday. Each student is encouraged to access the new unit as soon as possible on Monday in order to become aware of the classwork necessary for that week. Any assignments due as part of a learning unit are due by midnight (central time) Monday of the particular learning unit. The learning design is sequential and cumulative. Therefore, each student is encouraged to download the course content and materials for each week in order to access for later assignments and prepare for the exams. Organizing the materials by learning unit number (i.e., 1, 2, 3, etc.) may prove helpful for later access and review.

Weekly interactions in which the course discussion board is part of the learning design must result in two (2) substantial contributions. Some learning units involve more than one discussion question. A meaningful comment on a reading assignment associated with a blog would be considered one (1) contribution and a meaningful response to another student's comment would be considered a 2nd contribution. Contributions must occur over at least seven (7) different learning units (i.e., the student should not provide all contributions during the last two learning units of the course). During the last week of class (July 27-31), you will be asked to offer feedback to various groups associated with the group project (see item 9 below).

4. **BOOK REVIEWS:** Each student will prepare a separate 1200-word review of *each* of the textbooks. The reviews should include the following: author and bibliographic entry; a brief summation of the material presented (from each of the six divisions of the Engle book addressing the various perspectives); and a personal "take away" section in which the student provides commentary on helpful aspects gleaned from each section. Consult "Guidelines for a Book Review."

DUE: #1 (Exploring the Worship Spectrum) Week 2
#2 (Holy Gatherings) Week 6

5. **WORSHIP ASSESSMENT CRITERIA:** Based on course readings and sample assessment tools as well as outside resources, students will develop a 2 – 3 page worship assessment instrument to be used in the observation and written evaluation of two distinct worship services.

DUE: Week 3

6. A **MID-TERM EXAM** will cover all of the material included in the learning units, discussions, and the textbook readings.

DUE: Week 4

7. **WORSHIP OBSERVATIONS:** Each student will attend two (2) distinct worship services (e.g., Jewish, Eastern Orthodox, Roman Catholic, Charismatic, Vineyard, Episcopalian), including both an aesthetic and a kinesthetic design. Observe as a sincere "seeker of God" and be open to encountering His Presence. Using the biblical worship assessment tool previously developed, each student will provide a written observation of each of the worship services. Strengths and weaknesses as well as recommendations for

improvement will be reported in separate 1500-word evaluation essays (one for each of the two services). Each essay needs to include the date, time, and location of the service. Personal attendance in the services is strongly recommended for a more accurate and robust experience and assessment. If personal attendance is not possible, the video link to the actual service observed needs to be included in the submitted report. A rubric associated with this item reflects information presented in the textbooks, online presentations, and outside sources. The rubric will be the primary instrument to assess the student's submission.

DUE: Week 4/5

8. **DESIGN WORSHIP SERVICES:** Design three distinct worship services using each of the three following models: aesthetic; kinesthetic; and blended. Information on these models will be provided in course lectures, online materials, and *Holy Gatherings*. Designs should include a worship guide outline, as well as a double-spaced, 1200-word commentary explaining how the particular worship elements are used and how they should flow in the particular worship plan. Issues such as logistics, sequence of events, planning intention, and potential impact should be noted in the plan.

A rubric associated with this item reflects information presented in the textbooks, course presentations, and online materials. The rubric will be the primary instrument to assess the student's submission.

DUE: Week 4/5/6

9. **COLLABORATIVE PROJECT:** Students will collaborate in small groups to explore and present material related to issues of worship as presented in the text *Exploring the Worship Spectrum*. The teams will be assigned, as will the specific worship leadership strategy.

The assumptions include: 1) everyone has already read the textbook; **do not simply re-present the textbook**; 2) the persons who worship in that tradition are genuine in their devotion to Christ; 3) you have a totally blank page to work with for designing your presentation; it should be creative, interesting, winsome, effective; you may use video, drama, interviews, Skype, YouTube, blogs, investigative reports, object lessons, examples, PowerPoint, etc.; 4) the intended target for the presentation is a congregation from a different worship tradition and that you are going to take this presentation and give it to the group as part of a 6-part workshop series on major Christian worship practices; and 5) the purpose of your presentation is to educate the listeners on the background, nature, theology, rational, practice, strengths, weaknesses, myths, misunderstandings, questions, emphases, proponents, leaders, examples, etc. of that particular tradition.

Each presentation will be graded by these criteria:

1. Is it accurate?
2. Does it move beyond the textbook content?
3. Is it usable in a local church?
4. Does it include the major aspects of the tradition (resources, theology, criteria, etc.)?
5. Is it attractive and creative?
6. Is it analytical?
7. Is it original?

Everyone in your group must contribute to the presentation. The presentation needs to be unified in style, focus, etc. Someone in the group will be responsible for posting the final work-product onto the Discussion Board of the course Blackboard per the course calendar. The following week, each student will be required to review 5 groups distinct from their own assignment. Feedback for other groups will not count toward online interactions required above. Each student will verify his/her group name and substantiate that 5 other groups have been reviewed. Posting the presentation onto the Discussion Board of the course Blackboard allows everyone else in the course to download your presentation for use in his or her church. You will take from the course a collection of at least six total presentations by students for use in a workshop format in local congregations.

A rubric associated with this item reflects information presented in the textbooks, course presentations, and online materials. The rubric will be the primary instrument to assess the student's submission.

DUE: Week 8

FINAL EXAM:

This assignment is an embedded assignment that will be completed by all students for all the sections of this course. The rubric for assessing this assignment can be found earlier in this syllabus. Please complete the assignment according to the syllabus and this rubric.

Each student will write a minimum 250-word response to **each** of the exam questions. The exam may also include multiple-choice questions. The exam will be posted on Blackboard. **DUE: Week 8**

Evaluation of Grade

The student's grade will be computed as follows:

- | | |
|---|-----|
| 1. Participation (e.g., video sessions, discussion board contributions) | 10% |
| 2. Book reviews (10% each) | 20% |
| 3. Worship service designs | 10% |
| 4. Group presentation project | 10% |
| 5. Observation and Evaluation of worship services | 10% |
| 6. Midterm Exam | 15% |
| 7. Final Exam | 25% |

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

DEADLINES:

Each assignment (exams, papers, projects, etc.) must be submitted by midnight (Central Time) of the published deadline. In fairness to all students, no exceptions are allowed.

Late Work: Because of the nature of this class, no late work is permitted without explicit approval of the professor. Assignments turned in past the date due will incur a minimum penalty of one letter grade per day. Assignments will not be accepted more than one week past the date due without express prior permission of the professors. In such cases a grade of D will be the maximum grade given. In fairness to all students, no exceptions are allowed.

Note: **In order to receive credit for the class, all assignments must be completed. No graduating senior will be permitted to graduate unless his or her assignments are submitted in a timely manner.**

NETIQUETTE: APPROPRIATE ONLINE BEHAVIOR:

Each student is expected to demonstrate appropriate Christian behavior when working online on the discussion board. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

STUDENT / PROFESSOR CONFERENCES:

The professors are available to meet with students by prior appointment during office hours. The teaching assistants are available to answer questions and help students in person, as well as by phone, text, and email consultation.

DISCLAIMER:

Flexibility is a critical attitude to ministry faithfulness. Therefore, students will be expected to keep a good attitude when things change. This syllabus proposes a course of study for a given time period. However, occasionally things change. The professors reserve the right to adjust the syllabus when they reasonably think that doing so will enhance the learning experience of the students.

IN CASE OF A DECLARED CAMPUS EVACUATION, students are to check the NOBTS electronic Blackboard at www.nobts.edu within four days of evacuation.

CLASS POLICIES:

1. Late Work: Because of the nature of this class, no late work is permitted without explicit approval of the professors. If you cannot meet a deadline or anticipate being unable to do so, notify the professors. No graduating senior will be permitted to graduate unless his or her assignments are submitted in a timely manner.
2. Plagiarism: NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook and Graduate Catalog for definition, penalties, and policies associated with plagiarism. Students are given the task of writing in order to help them learn how to think critically about the ideas of others and to present the results of their analysis in a readable form. Plagiarism defeats these purposes by cheating the student out of an opportunity to grow. Plagiarism is a failure to distinguish between the work of the student and the work of others, either intentionally or unintentionally. Students that plagiarize will be reported to the Dean of Students and a grade of “F” will be assigned. Remember the words of the proverb: “Whoever walks in integrity walks securely, but he who makes his ways crooked will be found out” (Prov 10:19).

Help for Writing Papers at “The Write Stuff”

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming better writers.

Plagiarism on Written Assignments

As stated above, NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

COURSE SCHEDULE ASSIGNMENT DUE DATES

(PATH5300 – Summer 2020; online)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	JUNE 1	2	3	4	5
Week 2	8	9	10	11	12 Book Review 1 (Engle/Basden)
Week 3	15 Worship Assessment Criteria	16	17	18	19
Week 4 Mid-term exam	22 Aesthetic Observation	23	24	25	26 Aesthetic Design
BREAK	29 B	30 R	JULY 1 E	2 A	3 K
Week 5	6 Kinesthetic Observation	7	8	9	10 Kinesthetic Design
Week 6	13	14	15	16	17 Blended Design
Week 7	20	21	22	23	24 Book Review 2 (Sharp/Smith)
Week 8 Final exam	27 Collaborative Projects	28	29	30	31

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