



**PST 382/ED 682 Worship Leadership Strategies**  
**September - December, 2012**  
**Rev. Brian Delamont MA**

**Contacting the Instructor**

**Office: L2074**

**Office hours: TBD**

**Class Times: double block class**

**Email Address: [bdelamont@ambrose.edu](mailto:bdelamont@ambrose.edu)**

**Course Description**

This course will combine classroom study with practical worship service design and implementation, including a significant lab component realized through Chapel services. Students will work together to create appropriate impactful, reflective worship services as they develop the core disciplines of a worship leader: shepherd, artist and theologian.

**Course Objectives**

By the conclusion of this course the student will acquire and implement skills and strategies vital to worship leadership including:

1. Small ensemble leadership, understanding group dynamics among artists, building team and community, leading as a group of worshippers.
2. Worship team musical development; understanding your role as a player in the ensemble, strengthening your ability to play as a group, the roles of the various instruments in contemporary worship, expanding your creative repertoire.
3. Leading thoughtful corporate worship utilizing prayer, the Scriptures and other historical Christian worship practices in a congregational setting.
4. Develop a fundamental awareness of and aptitude for the use of presentation technologies in worship and worship preparation including basic audio, video and lighting systems.
5. Acquire principles which will enable you to exegete local church culture and context, develop a plan for growth and transition. This includes developing worship artists, administration of a worship arts program and leading change in congregational worship.

**Required Texts**

Flather, Doug and Tami. *The Praise and Worship Team Instant Tune-up*. Grand Rapids: Zondervan, 2002. (133 pp.)

Pierson, Mark. *The Art of Curating Worship: Reshaping the Role of the Worship Leader*. Minneapolis: Sparkhouse Press/Augsburg Fortress, 2010. (230 pp.)

Webber, Robert. *Ancient Future Worship: Proclaiming and Enacting God's Narrative*. Grand Rapids: Baker, 2008. (192 pp.)

### **Additional Resources**

Best, Harold M. *Music Through the Eyes of Faith*. San Francisco, Harper Collins, 1993. (216 pp.)

Jensen, Robin M. *The Substance of Things Seen: Art, Faith and the Christian Community*. Grand Rapids, William B. Eerdmans, 2004. (152 pp.)

Kauflin, Bob. *Worship Matters: Leading others to Encounter the Greatness of God*. Wheaton, Crossway Books, 2008. (259 pp.)

Keifert, Patrick R. *Welcoming the Stranger: A Public Theology of Worship and Evangelism*. Minneapolis: Fortress Press, 1992. (159 pp.)

McAlpine, William R., *Sacred Space for the Missional Church: Engaging Culture through the Built Environment*. Eugene, OR, Wipf and Stock, 2011.

Navarro, Kevin J. *The Complete Worship Leader*. Grand Rapids, Baker Books, 2001. (183 pp.)

Noland, Rory. *Thriving as an Artist in the Church: Hope and Help for You and Your Ministry Team*. Grand Rapids, Zondervan, 2004. (266 pp.)

\_\_\_\_\_. *Worship on Earth as it is in Heaven: Exploring Worship as a Spiritual Discipline*. Grand Rapids: Zondervan, 2011. (218 pp.)

Peterson, David. *Engaging with God: A Biblical Theology of Worship*. Downers Grove, InterVarsity Press, 1992. (293 pp.)

Piper, John. *Let the Nations be Glad: The Supremacy of God in Missions*. Grand Rapids: Baker, 1993. (223 pp.)

Schultze, Quentin J. *High Tech Worship? : Using Presentational Technologies Wisely*. Grand Rapids, Baker Books, 2004. (103 pp.)

Thomas, Gary. *Sacred Pathways: Discover Your Soul's Path to God*. Grand Rapids, Zondervan, 2000. (224 pp.)

Tozer, A. W. *Worship: The Missing Jewel of the Evangelical Church*. Harrisburg: Christian Publications, 1961.

Webber, Robert E. Ed., *The Complete Library of Christian Worship, Volume 5, The Services of the Christian Year*. Peabody, MA: Hendrickson, 1993.

## **Class Attendance**

In order to benefit from this course and to best prepare you for a vocation in Worship Arts Ministry, attendance at all classes will be required. As you prepare to engage in Worship Arts Ministry the discipline required to plan, execute and evaluate congregational worship and team leadership on a weekly basis will begin in the classroom. Additionally, small group projects will require each participant bringing their best to the assignment. Students absent for more than 20% of scheduled classes will not receive a passing grade for the course. Students absent for more than 10% of scheduled classes will receive a 10% reduction in their grade. In the case of severe or prolonged illness, or other extenuating circumstances, the Academic Vice President may grant extensions.

## **Course Requirements**

1. Read *The Art of Curating Worship* and *Ancient Future Worship* in their entirety and write a 7-8 page paper giving an analysis of contextualization in worship. Webber presents the meta-narrative of the Story of God, Pierson suggests that each community must reframe and contextualize this story. Compare and contrast these positions. You may utilize additional sources. The latter third of your paper should be an application of your analysis to an existing worship context with which you are familiar. How would you lead this community into deeper engagement with God? How would you lead/develop worship artists in this journey?
2. Prepare and lead a worship team rehearsal. The rehearsal date will be communicated to you in the first week of class. Your participation, preparation and leadership will be evaluated using the principles given in chapters two, three and four of *The Praise and Worship Team Instant Tune-up*.
3. Lead worship at a Chapel Service. This will be a group project and your group will all receive the same grade since you will serve the congregation together as a team, encouraging them and one another. The Chapel date will be communicated to you in the first week of classes. This service should reflect thoughtful preparation, appropriate use of presentation technologies, contextual awareness, and development of the chapel speakers theme.
4. Participate as a member of a worship team for Chapel(s) and to facilitate the work of your classmates in assignments 2 and 3. You are expected to be prepared in advance for all rehearsals, actively engage spiritually, musically and artistically in the creative rehearsal process. This will involve a minimum of 12 hours beyond the classroom time to complete this assignment.
5. (Seminary Only ED 682) Write a 4 page reflection paper which will compare and contrast Webber's view of the Table with Pierson's in the two texts assigned. How do their viewpoints differ/align with your own? In light of your learnings and observations design a Good Friday service. Clearly indicate the following considerations in your planning:

- a. The context for the service: demographics, location, spiritual journey of the congregation to this point.
- b. The structure of the service and your rationale for it.
- c. Complete inclusion and references for all program elements; Scripture, music, description of stations (if used), artwork, environmental considerations and the Big Idea of the service.

**Grading**  
**Assignment Specific Grade Values**

Contextualization in Worship paper	Value: 30%	Due Date: ?, 2012
Rehearsal preparation and leadership	Value: 25%	Due Date: ?, 2012
Chapel Service worship leadership	Value: 25%	Due Date: ?, 2012
Participation in a worship team	Value: 20%	Date Due: ?, 2012
Seminary Assignment Good Friday Plan		

**Grade Point Percentages Awarded in  
PST 382 ED682 Worship Leadership Strategies**

<b>A+</b>	<b>95-100</b>	<b>Superior Performance showing comprehensive understanding of the subject matter.</b>
<b>A</b>	<b>90-94</b>	
<b>B+</b>	<b>85-89</b>	<b>Clearly above-average performance with knowledge of subject matter completely.</b>
<b>B</b>	<b>80-84</b>	
<b>C+</b>	<b>75-79</b>	<b>Basic understanding of subject matter</b>
<b>C</b>	<b>70-74</b>	
<b>D+</b>	<b>65-69</b>	<b>Marginal performance</b>
<b>D</b>	<b>60-64</b>	
<b>F</b>	<b>Below 60</b>	<b>Unsatisfactory performance or failure Or failure to meet the course requirements</b>

Please note that final grades will be available on your student portal. Printed grade sheets are no longer mailed out.

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

Students should identify, on the first or cover page of all assignments, the course name, the instructor's name and their own name, along with their student ID number. It is expected that students will be familiar with and adhere to the Ambrose format guide. Assignments are to be submitted through the class Moodle site or directly to the instructor at [bdelamont@ambrose.edu](mailto:bdelamont@ambrose.edu).

**Important Notes/Dates:**

The last day to enter a course without permission and /or voluntary withdrawal from a course without financial penalty (**drop**) – ??? (fall semester). These courses will not appear on the student's transcript.

**Electronic Etiquette**

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

**Academic Policies**

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

**Extensions**

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "Course Extension" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

**Academic Integrity**

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic

dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Students are advised to retain this syllabus for their records.