Bachelor of Ministry, Bachelor of Theology and Related Programs

**PC315D**

**Christian Worship**

Semester 1, 2017

*This unit includes a compulsory two-day intensive (Apr 10-11)*

Malyon College

is an approved institution of the

**Australian College of Theology**

PC315D is offered by Malyon College as part of the Bachelor of Ministry and Bachelor of Theology degrees and related programs. This unit is an accredited unit of the Australian College of Theology (ACT) and is authorized for distance and contact delivery by Malyon College.
MALYON COLLEGE

At Malyon we recognise that the world is changing. These are times of great challenge and opportunity. Our commitment is to raising up a generation of influential Christians who have a strong biblical base, skills in leadership and ministry, and a heart for God.

We have been training Christian leaders for over 100 years, and we’ve learnt a few things about theological training. Our graduates are serving all over the world as pastors, cross-cultural workers, workplace leaders, chaplains, church leaders and theological faculty.

Malyon offers full-time and part-time study options through lecture, intensive and distance modes. We have excellent resources for students including a large library, wireless internet and 24 hour access to the campus. All our awards are accredited through the Australian College of Theology.

The Australian College of Theology

The ACT was established under the auspices of the General Synod of the Anglican Church of Australia in 1891. The ACT is a company limited by guarantee governed by a nine-member Board of Directors. The Anglican Primate of Australia presides as the chairman of meetings of the company which consists of 54 persons (in 2010). The ACT is an Australasian provider of state accredited higher education courses leading to awards in theology and other disciplines related to Christian ministry. The ACT operates as an ecumenical consortium of some 2,500 students enrolled in 19 Bible and theological colleges approved to teach the awards of the ACT. These awards range from two-year diplomas, three-year undergraduate and coursework masters degrees to masters and doctoral research degrees.

The ACT has a centrally devised and managed curriculum and a quality assurance process that are applied across the whole network of affiliated colleges. The day-to-day educational system is managed by the Dean from the ACT office in Sydney. Academic governance is the responsibility of the Academic Board which oversees all academic activities of the College. The standing committees of the Academic Board share this responsibility by monitoring the quality of delivery and resourcing, developing policy, and reviewing the course structure for research, coursework and diploma courses. The membership of the Academic Board and its committees is comprised mostly of faculty members of affiliated colleges. A number of senior university academics are represented to help ensure that ACT practice (especially in the outcome of the consideration of research examiner’s reports and general academic policy) remains comparable with the standards of and best practice in the university sector.

As a HEP under the Higher Education Support Act, the College was required to undergo a quality audit conducted by the Australian Universities Quality Agency (AUQA). The AUQA Audit Report was publicly released on the AUQA website in February 2007.

In 2010 the company consists of 54 members composed in the following way:
1. the Anglican Primate of Australian and the Dean of the ACT,
2. the principals of 10 Anglican Theological Colleges,
3. 21 persons elected by the House of Bishops of the General Synod,
4. the principals of 11 affiliated colleges approved to deliver the research degrees of the ACT,
5. 5 graduates holding an ACT research degree,
6. 5 graduates holding any other degree of the ACT.
UNIT DETAILS

Unit Description

a) To introduce students to the theology and practice of worship through a study of the Old and New Testaments.

b) To gain an understanding of the major, current forms of worship in Australia through reflection upon present practice and significant elements in the historical processes which have led to the present situation.

c) To enable students to reflect upon contemporary issues in the theology, practice and leadership of worship.

d) To equip students with basic skills in the leadership of worship.

Rationale – developing Christians of influence

Malyon College is seeking to develop Christians who influence others in a godly, biblical way. Worship is one way in which Christians are significantly formed. In fact, some would argue that worship has a greater influence on Christian formation than any other factor. So Malyon seeks to develop worship leaders who know what God requires, understand the contemporary resources available, and are able to lead people to truly worship God. This unit has an important role in developing Christians of influence.

Credit Points

This unit is valued at 4 credit points.

Co- and Pre-Requisites

None

Exclusions

Students who take PC315D may not take PC412.
Unit Content

The unit is made up of the following sections and sub-sections:

A. Biblical Perspectives
   Examination of the theology and practice of worship in the Old and New Testaments.

B. Historical Developments
   Study of the major, current forms of worship in Australia through reflection upon present practice and upon significant elements in the historical processes which have led to the present situation.

C. Contemporary Themes
   Reflection upon contemporary issues in the theology, practice and leadership of worship. Contemporary issues are examined in the light of scriptural principles, historical developments, and cultural perspectives.

D. The Practice of Worship
   Equipping with the basic skills in the leadership of worship, including planning, preparing and conducting worship services.

Learning Outcomes

On successful completion of this unit, students will:

A. Know and understand:
   1. Biblical perspectives on the theology and practice of Christian worship
   2. Historical development of Christian worship
   3. Major current approaches to worship in contemporary Australia
   4. Contemporary issues in theology, practice and leadership of Christian worship
   5. The practice of worship

B. Be able to:
   1. Explain the theology and practice of worship in the Old and New Testaments
   2. Analyse the major current forms of worship in contemporary Australia
   3. Discuss contemporary issues in the theology, practice and leadership of Christian worship

C. Be in a position to:
   1. Integrate perspectives from their other theological studies into an approach to Christian worship
   2. Plan prepare and conduct Christian worship as a reflective practitioner
**Workload Requirement**

A unit will generally require about 10 hours per week for lectures for contact students or off-campus study for online students, preparation and revision, and assignment work over thirteen weeks. In this mixed mode unit, the distribution of time is as follows:

- a. Pre-intensive off-campus study: 5 hours per week for 7 weeks
- b. Intensive: Mon 10 hours lectures and seminars, Tue 8 hours lectures and seminars
- c. Pre-intensive assignment: 10 hours
- d. Post-intensive revision and seminars: 10 hours
- e. Post-intensive assignments: 55 hours

**Learning Guides**

Students should access the Learning Guides on the unit Moodle page for guidance through their studies for the semester.

**Assessment Requirements**

The student shall complete the following assessment requirements:

1. Forum Activities (1.1 – 7.1) (10%)
2. A 2500 word critical evaluation of a contemporary worship style issue. (55%)
3. A 1500 word reflection on a church worship service (35%)

*Students will be expected to attend all the intensive lectures and complete all the forum posts.*

*Students who fail to attend lectures or complete forum posts satisfactorily may be failed.*

**Required Resources**

In order to complete the unit, the student will be required to have access to the following resource/s:

None

Additionally, further learning resources will be made available on Moodle, our Online Learning Centre. These resources may include articles, extracts, contact lecture notes and other learning activities.
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Forums /Seminars</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 13</td>
<td>1. Defining Corporate Worship</td>
<td>Forum Activity 1.1</td>
<td>Due Feb 18</td>
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<tr>
<td>Feb 20</td>
<td>2. Israelite Worship to Solomon</td>
<td>Forum Activity 2.1</td>
<td>Due Feb 25</td>
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<td>Feb 27</td>
<td>3. Israelite Worship after Solomon</td>
<td>Forum Activity 3.1</td>
<td>Due Mar 4</td>
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<td>Mar 6</td>
<td>4. Early Church Worship</td>
<td>Forum Activity 4.1</td>
<td>Due Mar 11</td>
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<td>Mar 13</td>
<td>5. New Creation Worship</td>
<td>Forum Activity 5.1</td>
<td>Due Mar 18</td>
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<tr>
<td>Mar 20</td>
<td>6. Historical Forms of Worship</td>
<td>Forum Activity 6.1</td>
<td>Due Mar 25</td>
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<tr>
<td>Mar 27</td>
<td>7. 20th Century Australian Worship</td>
<td>Forum Activity 7.1</td>
<td>Due Apr 1</td>
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<td>Apr 3</td>
<td>Easter Study Break</td>
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<td>Sat Apr 8 Assignment 2a due</td>
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<tr>
<td>Apr 10</td>
<td>ON-CAMPUS INTENSIVE 8. Contemporary Worship</td>
<td>Evening: Worship Event</td>
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<td>Apr 11</td>
<td>9. The Future of Worship</td>
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<tr>
<td>Apr 11</td>
<td>ON-CAMPUS INTENSIVE 10. Six Conclusions about Worship</td>
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<td>Apr 11</td>
<td>11. Designing Worship</td>
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<tr>
<td>Apr 11</td>
<td>12. Leading Worship</td>
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<td>Apr 27</td>
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<td>Online conference</td>
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<td>May 6</td>
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<td>Sat May 6 Assignment 2b due</td>
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<td>May 25</td>
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<td>Video web conference</td>
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<td>Jun 3</td>
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<td>Sat Jun 3 Assignment 3 due</td>
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</table>
UNIT PREPARER AND TUTOR

Preparer

John Sweetman is the principal of Malyon College and the director of Malyon Leadership.

John originally trained as a Maths/Physics teacher. After teaching for four years, he became the youth pastor at Kenmore Baptist for nine years. During this time, he completed his theological training through Malyon and a postgraduate BD through Melbourne College of Divinity.

John then became senior pastor at Bracken Ridge Baptist for fourteen years. He completed a Doctor of Ministry through Denver Seminary, majoring in leadership and preaching. He also commenced lecturing part-time at Malyon in the postgraduate area.

John has been principal of Malyon since 2002. He has lectured this worship unit many times and has written a number of articles on church worship.

Contact details:
- Office number: 07 3354 5656 (John is usually available Mon – Thu)
- E-mail: john@malyon.edu.au

Distance Tutor and Marker

Don McLellan is the distance coordinator at Malyon College.

Don has wide pastoral experience as a pastor having shepherded congregations for many years.

Don has a PhD from the University of Queensland in theology and has lectured in theology at theological colleges in both Tasmania and Queensland.

Don will be interacting with distance students and will be marking the assignments.

Contact details:
- Office number: 07 3354 5656 (Don is usually available on Thursdays)
- E-mail: don.mclellan@malyon.edu.au
UNIT ASSESSMENT

Assessment Instructions

In completing assessments, students should note that:

1. The **College requirements** for the writing and submission of assignments are to be adhered to at all times, as marks will be deducted for incorrect and poor presentation. Of particular importance is that the official College title page is to be used, and that the word length be indicated.

2. The current **Assignment Style and Writing Guides** are available to all students on the Moodle site; it should be studied, both when starting out and at the beginning of each academic year as adjustments or changes may be made from time-to-time.

3. The **due date** is non-negotiable; in exceptional circumstances students are to adhere to College protocol for requesting permission for late submission. Penalties for late submission are set at 5% per College week. The Assignment Style Guide contains details of the protocols to be followed.

4. With respect to **length**, students are permitted to write at a length of 10% either side of the stated length; for example, a 1000-word assignment should be within a 900-1100 word length. Students will be penalized 1% per 100 words, or part thereof, under or over the stipulated length.

5. With respect to the **List of References**, a specific number of references will not be set; however, students should note the guidelines indicated for the specific assessment requirement. However, students should note that:
   a. Bibles (including study Bibles), basic dictionaries and devotional guides are not regarded as academic references.
   b. Electronic sources should generally not number more than half the required number of references, and should be used with caution.

6. The failure to adhere to the stipulated assessment **format** requirements will be penalized as follows:
   a. **Body of assignment:**
      i. 1st level – 1%
      ii. 2nd and subsequent levels – 2%
   b. **List of References and referencing:**
      i. 1st level – 1%
      ii. 2nd and subsequent levels – 2%
### Grade Criteria

Units at foundational level introduce undergraduate students to the foundational features and principles of a discipline or topic. The study of primary sources and the principles underlying their analysis are introduced, especially in Biblical Studies and Church History and where relevant in other fields of study. The foundation for the critical evaluation of ideas is established.

**Pass**
- ✓ Attempts to engage primary sources and is aware of their significance for the discipline.
- ✓ Evidences a basic understanding of the foundational features of the discipline.
- ✓ Shows an awareness of relevant scholarly viewpoints without necessarily engaging these in depth.

**Credit**
- ✓ Demonstrates an engagement with primary sources.
- ✓ Has begun to grasp the foundational features of the discipline.
- ✓ Is beginning to engage with a range of scholarly viewpoints.

**Distinction**
- ✓ Demonstrates ability in engaging primary sources, is beginning to understand their setting and historical context.
- ✓ Evidences a grasp of the foundational features of the discipline.
- ✓ Demonstrates emerging skills in the task of critically evaluating a range of scholarly viewpoints.

**High Distinction**
- ✓ Demonstrates a pronounced ability in engaging primary sources and understands their setting and historical context.
- ✓ Evidences a sound grasp of the foundational features of the discipline.
- ✓ Shows an ability to evaluate critically a range of scholarly viewpoints with empathy.
**ASSESSMENT REQUIREMENTS**

**Requirement 1:**

Complete the first 7 weekly online Forum Activities in the Module Learning Guides.

Each Forum Activity must be completed by the scheduled date on the Distance Schedule. They may, of course, be completed earlier than this.

If the Forum Activities cannot be completed on time, an application for extension must be applied for in the normal way. The usual penalties will apply.

The **key assessment criteria** for this requirement are as follows:

1. Evidence of understanding of and interaction with module content.
2. The logic and quality of forum posts.
3. The practical relevance to worship in the Australian context.

**Notional Length:** 500 words / 7 hours

**References:** None

**Due:** Weekly

**Mark allocation:** 10%
Requirement 2:

a. Choose a “style of worship issue” (see next page) to explore. Summarise the various positions on this issue (dot points are fine) drawing on biblical and historical sources. Post your summary online and make sure that you have a copy available at the Intensive. This is not an academic essay and does not require extensive referencing although some reference to Bible verses would be helpful. This assignment will not be marked but will form the basis for a class and online discussion. (500 words max – not included in final assessment).

Due: Sat Apr 8 (posted online – Forum Activity 7.2)

b. In the light of your initial research, the class input and interaction, and further research and reflection, discuss the issue you have chosen, reflecting on various current perspectives and practices (1500 words). Argue for your own position, and illustrate how you would practise it if you led worship (1000 words).

The key assessment criteria for this requirement are as follows:

1. CONTENT
   - Shows understanding of the issues raised in this unit
   - Grasps the important aspects of the unit related to this assignment
   - Evidences a breadth of information and thought
   - Arranges ideas in a logical sequence
   - Answers the assignment question

2. PRIMARY SOURCES
   - Shows an adequate list of references indicative of appropriate research
   - Evidences reading beyond lecture content
   - Draws from a range of primary sources and/or documents (including Scripture) as appropriate
   - Uses these sources effectively in the argument
   - Begins to engage with these sources in their contexts
   - Gives evidence for conclusions

3. SCHOLARLY PERSPECTIVES
   - Shows awareness of a range of scholarly views with a solid bibliography
   - Engages with these varying perspectives in a thoughtful manner
   - Shows understanding of a range of scholarly perspectives

4. SYNTHESIS & APPLICATION
   - Connects primary sources, scholarly perspectives and personal opinion
   - Comes to clear and considered personal conclusions
   - Shows how the conclusions would impact actual worship

5. PRESENTATION
   - Expresses and presents clearly
   - Uses accurate spelling, punctuation, and grammar
   - Adheres to the requirements for the writing of assignments
   - Uses the correct form for references

Length: 2500 words / 40 hours

References: needs at least 10 references
Due: Sat May 6 by electronic submission on Moodle no later than 11.55pm
Mark allocation: 55%
### Style of Worship Issues

1. **Central Part of Worship:**  Word 1 2 3 4 5  
   **Word:** The Word is the central part of worship, particularly including Bible reading and preaching  
   **Table:** Communion (and the words and actions around it) is the central part of worship

2. **Content of Worship:**  Mainly Songs 1 2 3 4 5  
   **Mainly Songs:** the worship revolves round singing songs with some other content in between the songs  
   **Planned Variety:** the worship intentionally includes a range of worship forms including speaking, action and meditation

3. **Target Worshippers:**  Seekers 1 2 3 4 5  
   **Seekers:** ensuring services are appealing and relevant to the whole community, especially those who don’t yet have a commitment to Jesus  
   **Believers:** planning services to nurture Christians and help them worship God in whatever ways are biblical

4. **Use of Gifts:**  Charismatic 1 2 3 4 5  
   **Charismatic:** accepting all the Scriptural gifts as relevant for today and encouraging their use in worship  
   **Conservative:** not using the "signs and wonders" gifts in the regular worship of the church

5. **Style of Worship:**  Contemporary 1 2 3 4 5  
   **Contemporary:** relevant to the culture in which we live, friendly, fun, modern songs, comfortable for most – emphasising the nearness of God  
   **Traditional:** drawing on the traditions of Christian worship over many years, reverential, respectful, worshipful – emphasising the holiness of God

6. **Expression of Worship:**  Heart & Mind 1 2 3 4 5  
   **Heart & Mind:** expression of worship from the heart expecting little outward physical expression  
   **Whole Body:** expression of worship encouraging use of bodily movement as much as possible

7. **Involvement in Worship:**  Professional 1 2 3 4 5  
   **Professional:** developing a high quality by using only the most gifted leaders, musicians, speakers  
   **Participative:** encouraging up-front involvement by many, majoring on heart rather than ability

8. **Content of Songs:**  Truth 1 2 3 4 5  
   **Truth:** the songs proclaim the truth about God and his attributes and actions, they tend to be sung about God  
   **Love:** the songs express love and devotion to God for who he is and what he has done, they tend to be sung to God
**Requirement 3: Reflection on church worship service**

a. Attend a church service from a different denomination. Try to choose a service that you are very interested in and which you hope will assist or expand your experience of worship. A service that provides a different experience from your present church would be helpful.

b. In the light of the unit content and your other reading, discuss the strengths of this worship service and suggest some beneficial improvements that could be made. (Try to cover a range of issues e.g. biblical, historical and cultural, and make sure you demonstrate your reading and reflection.)

The key assessment criteria for this requirement are as follows:

1. **CONTENT**
   - Shows understanding of the issues raised in this unit
   - Grasps the important aspects of the unit related to this assignment
   - Evidences a breadth of information and thought
   - Arranges ideas in a logical sequence
   - Answers the assignment question

2. **PRIMARY SOURCES**
   - Attends a church service from a different denomination
   - Shows sympathetic understanding of the form of worship in this church service
   - Thoughtfully analyses this service
   - Draws from a range of primary sources and/or documents (including Scripture) as appropriate
   - Shows an adequate list of references indicative of appropriate research
   - Gives evidence for conclusions

3. **SCHOLARLY PERSPECTIVES**
   - Shows awareness of a range of scholarly views with an appropriate bibliography
   - Engages with these varying perspectives in a thoughtful manner
   - Begins to critically evaluate a range of scholarly perspectives

4. **SYNTHESIS & APPLICATION**
   - Weaves primary sources, scholarly perspectives and personal opinion together
   - Comes to clear and developed conclusions about strengths and beneficial improvements

5. **PRESENTATION**
   - Expresses and presents clearly
   - Uses accurate spelling, punctuation, and grammar
   - Adheres to the requirements for the writing of assignments
   - Uses the correct form for references

Length: 1500 words / 25 hours
References: needs at least 6 references
Due: Sat Jun 3 by electronic submission on Moodle no later than 11.55pm
Mark allocation: 35%
UNIT CONTRIBUTION TO GRADUATE ATTRIBUTES

*Developing Christians of Influence*

“Then I will give you shepherds after my own heart, who will lead you with knowledge and understanding.”

*(Jeremiah 3:15)*

<table>
<thead>
<tr>
<th>Graduate Attribute 1: Personal Maturity – ‘Shepherds with God’s heart’</th>
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</thead>
<tbody>
<tr>
<td>a. grows a deepening relationship with Jesus</td>
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<tr>
<td>b. is secure in God’s call with a desire and ability to learn and grow</td>
</tr>
<tr>
<td>c. is self-aware and maintains self-care</td>
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<tr>
<td>d. seeks and builds healthy relationships</td>
</tr>
<tr>
<td>e. is committed to living with integrity and prayerful dependence on God</td>
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<table>
<thead>
<tr>
<th>Graduate Attribute 2: Theological Maturity – ‘Knowledge and understanding of God’s heart’</th>
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</thead>
<tbody>
<tr>
<td>a. knows and trusts the Bible</td>
</tr>
<tr>
<td>b. understands the context of diverse theological ideas</td>
</tr>
<tr>
<td>c. forms a personal theology which is both biblical and thoughtful</td>
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<tr>
<td>d. reflects theologically and applies the Bible to real life</td>
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<tr>
<td>e. is committed to helping others know God’s grace and truth and live God’s way</td>
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<thead>
<tr>
<th>Graduate Attribute 3: Ministry Maturity – ‘Knowledgeable and wise shepherds’</th>
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<tbody>
<tr>
<td>a. is able to have a godly influence over others</td>
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<tr>
<td>b. possesses skills needed for chosen ministry path</td>
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<tr>
<td>c. understands cultures and contexts and is able to minister in a range of contexts</td>
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<tr>
<td>d. is able to work with and lead a team</td>
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<tr>
<td>e. is committed to serving, evangelising and mentoring others</td>
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</table>

1. A major thrust of this unit 2. A contribution that this unit should make 3. A possible function of this unit, but not targeted 4. An unlikely product of this unit

**Note:** Graduates who have not completed the curricular and non-curricular ministry aspects of Malyon’s courses will tend to be most developed in Graduate Attribute 2.
### RECOMMENDED READINGS

The list below provides the learner with references that relate to the unit material and topics under consideration.

#### Overview


#### Biblical Worship

- Ross, Allen P. 2006. Recalling the *Hope of Glory: biblical worship from the garden to the new creation*. Kregel, Grand Rapids.

#### Historical Worship


#### Contemporary Worship


ACT POLICIES AND PROCEDURES

Key Policies

Students should take note of the following ACT policies:

1. Unit Moderation Policy.
3. Academic Appeals Policy.

Accessing Documents

These and other policy documents are publically available in the following handbooks, through links on ACT’s home page (www.actheology.edu.au):

1. Undergraduate Handbook.
5. Distance Education Handbook.

These should be read in conjunction with the ‘Recent Updates’ link found on the ACT website.