**Introduction to Christian Worship (IST20161) (Draft)**

Spring, 2019

Instructor: Eunjoo Mary Kim (ekim@iliff.edu)

Class Time: Wednesdays 1:00 p.m. – 4:30 p.m.

Office hours: By Appointment

Guest Speakers: Thomas Strickland and Lee Tredwell

Course Description and Objectives

This course is designed to help students deepen their theological understanding of Christian worship and broaden their liturgical experience as a way to communicate faith with individuals and communities. Through lectures, readings, discussions, presentations, and worship workshops, students will be encouraged to become creative spiritual worship leaders who can help their congregations live faithfully in the presence of God in various spheres of life. It is hoped that, by the end of the course, students will

#### Deepen their theological understanding of Christian worship.

#### Clarify the pastoral and social functions of worship as a corporate ministry with a congregation.

#### Identify the distinctive elements of their liturgical traditions and contemporary challenges to the revitalization of worship.

#### Develop their capacity as worship leaders to conduct meaningful and memorable spiritual worship by integrating liturgical elements in creative and effective ways.

Degree Learning Goals

Theology and Religious Practices (PR): engage in analysis of contemporary religious traditions and institutions in order to assess, design, and perform meaningful leadership practices with sensitivity to contextual realities and relationship (*Master’s Student Handbook, p. 12)*.

Required Texts

(All books are available at the library)

1. Ruth Duck, *Worship for the Whole People of God: Vital Worship for the 21st Century* (ISBN: 970-0-664-23427-0)*.*
2. Joan Huyser-Honig, “Technology in Worship: Beyond PowerPoint.” (Available in Canvas).
3. Eunjoo Kim, *Christian Preaching and Worship in Multicultural Contexts* (ISBN: 9780814663202).
4. Kimberly Long, *From This Day Forward: Rethinking Christian Wedding* (ISBN: 0664239307).
5. Thomas Long, *Accompany Them with Singing: The Christian Funeral* (ISBN: 0664239709).
6. Seonwoo, Hyuk, “Whose Christmas Is Coming?: Christmas Season and White Privilege.” (Available in Canvas).
7. N. Graham Standish, “Why Do We Worship the Way We Have Always Worshiped When People Keep Changing?” *Alban Weekly*, Issue 311. (Available in Canvas).
8. “The Lima Document on Baptism and Eucharist.” (Available in Canvas).
9. Your denominational worship book.

Recommended Texts

(All books are available at the library)

1. James White, *Protestant Worship: Tradition in Transition* (ISBN: 0664250378)*.*
2. *\_\_\_\_\_\_\_\_\_\_*, *A Brief History of Christian Worship* (ISBN: 0687034140).

Suggested Texts

(All books are available at the library)

1. Kimberly Long and David Maxwell, *Inclusive Marriage Services: A Wedding Sourcebook* (ISBN:9780664262198)
2. Gayle C. Felton, *By Water and the Spirit* (ISBN: 0881772011).
3. Susan J. White, *Foundations of Christian Worship* (ISBN: 664229247).
4. Brian Wren, *Praying Twice: The Music and Words of Congregational Song* (ISBN: 0664256708)*.*

Requirements

1. **Attendance and Participation.** You are expected to read all the assigned readings for the course. Your regular and punctual attendance and active and responsible participation in class discussion and feedback are required. The instructor should be informed in advance of any necessary absences. You cannot pass the course if you are absent from more than two classes during the course period.

In this class, we are committed to modeling the values Iliff embraces: diversity, mutual respect, accountability, honest communication, critical self-reflection, curiosity, creativity, and a sense of adventure. In each class, we will do our best to respect differences and diversity in human life and worship experience.

1. **A 3-4 page research paper (double-spaced, 12-point, or 800-1000 words) on the liturgical history of your own denomination.** If you have more than one denomination in your spiritual journey, please choose the one you are now involved in. The paper needs to focus on two things: 1) A summary of the historical development of your denominational worship in its style, theological ground, and the formation of the distinctive characteristics of corporate worship. 2) Your critical reflection on contemporary challenges to your denominational worship. James White’s book, *Protestant Worship: Tradition in Transition*, will be a basic resource for this assignment in addition to your denominational resources. Post your paper in Canvas by **April 9 (Tue.), 11:59 p.m.** (the week of Class #3).
2. **Four discussion papers on the following topics and participation in one of the panel discussions:**
3. Class #5 Gathering Days Online Class (baptism): Prepare your written response to the following questions about baptism: Would you baptize a stillborn child in a hospital at the request of the parents? Why or why not? Your response should be based on 1) your knowledge of the history of the Christian practice of baptism in general, 2) your research on your denominational position on baptism, and 3) your own theological and pastoral reflection. Post your written response (2-3 pages, double-spaced, 12-point, or 500-700 words) in Canvas by **April 23 (Tue.), 11:59 p.m.** and reply to at least 3 classmates’ posts (no less than 100 words) by **April 24 (Wed.), 4:30 p.m.**
4. Class #7 (Communion): Prepare your written response to the following questions about Communion: What is your church (or denomination)’s position on Open Communion? If you were an ordained pastor, would you invite the people of another faith (in case of different religions and different denominations) to the Communion table? Why or why not? Your response should be based on 1) your knowledge of the history of the Christian practice of Holy Communion in general, 2) your research on your denominational position on Communion, and 3) your own theological and pastoral reflection. Post your written response (2-3 pages, double-spaced, 12-point, or 500-700 words) in Canvas by **May 7 (Tue.), 11:59 p.m.** and prepare to participate in the panel discussion if you signed in the Communion panel.
5. Class #9 (wedding): Reflect on your own or someone’s wedding you attended in relation to what made (or did not make) the wedding a meaningful and memorable event. What is your theological understanding of marriage? What is your advice to the pastors who prepare for wedding ceremonies? What kind of resources does your denominational worship book provide for weddings? Your response should be based on your critical reflection on K. Long’s book and your denominational resources, as well as on your personal and communal experiences of wedding. Post your written response to the questions (2-3 pages, double-spaced, 12-point, or 500-700 words) in Canvas by **May 21 (Tue.), 11:59 p.m.** and prepare to participate in the panel discussion if you signed in the wedding panel.
6. Class #10 (funeral): Reflect on your experience of a funeral in relation to how death was interpreted in the service. What is your theological understanding of death? What is your advice to the pastors who prepare for funerals? What kind of resources does your denominational worship book provide for funerals? Your response should be based on your critical reflection on T. Long’s book and your denominational resources, as well as on your personal and communal experiences of funerals. Post your written response to the questions (2-3 pages, double-spaced, 12-point, or 500-700 words) in Canvas by **May 28 (Tue.), 11:59 p.m.** and prepare to participate in the panel discussion if you signed in the funeral panel.
7. **Reports on two worship services**. Attend at least two worship services in denominationally different churches (one can be your own church) during the spring quarter and write reports on the two services you attended (2-3 pages each, double-spaced, 12-point, or 500-700 words), including 1) the history of the worship life of the congregation you worshiped with, 2) the strengths and weaknesses of that community’s worship service based on the “Criteria for Worship Evaluation” that is posted in Canvas, and 3) your liturgical insights into improving the service. Post your report in Canvas with scanned worship bulletins (if bulletins are not available, please write down the order of worship) by **June 2 (Sun.), 11:59 p.m.** (the week of Class #10).

The purpose of this assignment is NOT to praise or criticize. The goal is to define your skills for understanding the nature of worship and for constructive evaluation of worship services. Statements such as “I loved\_\_\_\_” or “I hated \_\_\_\_\_” will be of little help. But saying, for example, “there was in the selection of the music a balance of tradition and innovation that gave me the sense of the Spirit working both in the past and in the present,” helps a lot, because it gives us precise information and a way of conceptualizing how something affected you and why.

1. **A group project.** You will join a worship group, whose task is to plan and lead a creative and revitalized worship service in class. Detailed guidelines for this project are posted in Canvas. The formation of the project groups and presentation dates will be decided in Class #4. Post in Canvas 1) the Order of worship and 2) Interpretive Notes of Worship, summarizing the entire process of the worship preparation (3-4 pages, single-spaced, 12 pt.), one day before your group presentation date.
2. **A liturgy of Sunday worship (optional for extra points)**. One complete Sunday worship service is to be prepared, and its written form of the order of worship must be posted in Canvas by **June 2 (Sun.), 11:59 p.m. (for seniors by Class #9).** The order of worship must be for a one-hour Sunday service; the theme and biblical texts can be selected by your own choice or from the lectionary. The form of the worship order must include full texts of prayers, hymns, the sermon manuscript (or detailed outlines), and other worship elements. In addition, the students should provide the instructor with a written rationale, explaining why the service was ordered as it was, and why the various elements within it were selected. The rationale can be written on separate pages and attached to the worship order.

#### Evaluation

Students can take the course using their P/F option. In order to receive the grade of “P,” students must complete the 6 requirements listed in the section of Requirements. Those who want to contract for a grade of P/F must email a note to the instructor by the date of Class #3.

For a letter grade, normal school grading system is used. In order to ensure accountability and fairness, the following grading system will be applied:

Requirement #1..…..……………………………20%

Requirement #2………………………………....10%

Requirement #3…………………………………40% (4 x 10%)

Requirement #4 …..…………….………………20% (2 x 10%)

Requirement #5.………………………………...10%

Requirement #6 (optional)…...………………….10% (extra points)

\_\_\_\_\_\_\_\_\_\_\_\_

Total 100% + 10% (extra points)

The Iliff grading system is a five-letter system from A through F with pluses and minuses. In computing grade point average (GPAs), grades are assigned the following numerical values (*The Master’s Student Handbook*, p. 80):

A : 4.00 (100 − 96%)

A-: 3.75 (95 – 91%)

B+: 3.25 (90 – 86%)

B : 3.00 (85 – 81%)

B-: 2.75 (80 − 76%)

C+: 2.25 (75 – 71%)

C : 2.00 (70 – 66%)

\*Both unexcused and excused late submissions will result in lowering your grade (-2 points each). You may not receive the instructor’s written comments on the late assignments.

\*The deadline for late submissions is **June 3 (Mon.), 11:59 p.m.** All the assignments submitted late may be reviewed by the instructor after this date.

\*Both unexcused and excused absences will result in lowering your grade (-5 points each).

**Incomplete Policy:** Students are responsible for following the procedures outlined in the attached document.

**ADA Policy:** Iliff engages in a collaborative effort with students with disabilities to reasonably accommodate student needs. Students are encouraged to contact their assigned advisor to initiate the process of requesting accommodations. The advising center can be contacted at advising@iliff.edu or by phone at 303.765.1146.

Course Schedule

### Class #1 (03/27):

* Meditation: Kim
* Getting acquainted
* Many voices of worship
* The nature of Christian worship
* The Criteria for worship evaluation
* Q & A about the syllabus

Readings: Standish; Duck, Introduction & Chs. 1 & 14; Kim, Ch. 2.

Suggested readings: S. White, Ch. 1.

Class Discussions:

1. What is worship for you? Why do we worship?
2. Do you agree or disagree on Standish’s article? Why or why not? What are the problems or challenges your church faces in worship?

**Class #2 (04/03):**

* Meditation: \_\_\_\_\_\_\_
* A history of Christian worship

Readings: Kim, Ch. 5.

Recommended Readings: J. White, *A Brief History of Christian Worship*.

Class Assignments: Read at least one of the chapters in J. White’s *A Brief History of Christian Worship* and prepare to share the knowledge you gained from the book in class.

**Class #3 (04/10):**

* Meditation:\_\_\_\_\_\_\_
* Presentations of Requirement #2
* Worship as a way of the Christian life: Christian calendars and lectionaries

Readings: Duck, Chs. 2, 8 & Appendix 2; Seonwoo.

Class Assignments: Post Requirement #2 in Canvas by **Tuesday (4/9), 11:59 p.m.** and prepare to present it in class.

**Class #4** **(04/17):**

Meditation: \_\_\_\_\_\_\_\_\_\_\_\_

* Worship components and worship design
* Planning and leading worship
* Formation of project groups (Requirement #5)

Readings: Duck, Chs. 4, 6, 7, & Appendix 1; your denominational worship book.

Suggested Readings: S. White, Chs. 2 & 4.

Class Assignments: Bring a copy of your church’s worship bulletin. In class, we will review worship bulletins and evaluate them, focusing on the following questions: Which liturgical component (music, words, sacraments, art, space, etc.) is in the center of the worship service? What are the strengths and weaknesses of that emphasis? Where do you think this emphasis came from? How does the liturgical pattern of your church influence the spiritual life of your congregation?

**Class #5 (04/24):** Gathering Days (online class)

* Online Discussion on Baptism (Requirement #3/1)

Readings: Duck, Chs. 9 & 10; “The Lima Document on Baptism”; your denominational resources for baptism (e.g., Felton, *By Water and the Spirit)*.

Suggested readings: S. White, Ch. 3 (pp. 68-88).

Class Assignments: Prepare your written response to the following questions: Would you baptize a stillborn child in a hospital at the request of the parents? Why or why not?

Your response should be based on 1) your knowledge of the history of the Christian practice of baptism in general, 2) your research on your denominational position on baptism, and 3) your own theological and pastoral reflection. Post your written response (2-3 pages, single-spaced, 12-point) in Canvas by **April 23 (Tue.), 11:59 p.m.** and reply to at least 3 classmates’ posts (no less than 100 words) by **April 24 (Wed.), 4:30 p.m.**

**Class #6 (05/01):** Guest speaker—Thomas Strickland (1:00-2:30)

* Meditation: Strickland
* Music and worship
* Arts and multimedia in worship
* Preparation for group projects (Requirement #5)

Readings: Duck, Ch. 5; Huyser-Honig.

Suggested readings: Wren.

Class Assignments: Think about the following questions and share your answers in class: Do you have any positive or negative experiences of the use of music, arts, multimedia, and technology in worship? Do you have any ideas about how to effectively use them in worship?

**Class #7 (05/08):**

* Meditation: \_\_\_\_\_\_\_\_
* Panel discussion on Communion (Requirement #3/2): \_\_\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_
* Preparation for group projects

Readings: Duck, Ch. 11; “The Lima Document on Eucharist”; your denominational resources for Communion.

Suggested readings: S. White, Ch. 3 (pp. 88-105).

Class Assignments: Prepare your written response to the following questions: What is your church (or denomination)’s position on Open Communion? If you were an ordained pastor, would you invite the people of another faith (in case of different religions or different denominations) to the Communion table? Why or why not?

Your response should be based on 1) your knowledge of the history of the Christian practice of Holy Communion in general, 2) your research on your denominational position on Communion, and 3) your own theological and pastoral reflection. Post your written response (2-3 pages, single-spaced, 12-point) in Canvas by **May 7 (Tue.), 11:59 p.m.** Prepare to participate in the panel discussion if you signed in the Communion panel.

**Class #8 (05/15)**: Guest Speaker – Lee Tredwell (1:00-2:00)

* Meditation: Tredwell
* African American worship
* Multicultural worship
* Preparation for group projects

Readings: Duck, Ch. 3; Kim, Ch. 6.

Class Assignments: In class, we will discuss some issues on “Multicultural Worship.” Please think about the following questions in advance: Do we need to learn about worship from different cultures? Why or why not? How can Christian worship be a boundary-breaking practice that eliminates divisions between race, age, gender, sexuality, etc.?

**Class #9** **(05/22):**

* Meditation: \_\_\_\_\_\_\_
* Panel discussion on marriage (Requirement #3/3): \_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_
* Presentations of group projects: \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_

Readings: K. Long, Chs. 3, 4, 5, & 6; your own denominational worship book.

Class Assignments: Reflect on your own or someone’s wedding you attended in relation to what made (or did not make) the wedding a meaningful and memorable event. What is your theological understanding of marriage? What is your advice to the pastors who prepare for wedding ceremonies? What kind of resources does your denominational worship book provide for weddings? Your response should be based on your critical reflection on K. Long’s book and your denominational resources, as well as on your personal and communal experiences of wedding. Post your written response to the questions (2-3 pages, double-spaced, 12-point, or 500-700 words) in Canvas by **May 21 (Tue.), 11:59 p.m.** and prepare to participate in the panel discussion if you signed in the wedding panel.

### Class #10 (05/29):

* Meditation: \_\_\_\_\_\_\_
* Panel discussion on funerals (Requirement #3/4):\_\_\_\_\_\_\_\_,\_\_\_\_\_\_\_, \_\_\_\_\_\_\_
* Presentations of group projects: \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_

Readings: T. Long, Introduction, Chs, 3, 5, & 7; your own denominational worship book.

Class Assignments: Reflect on your experience of a funeral in relation to how death was interpreted in the service. What is your theological understanding of death? What is your advice to the pastors who prepare for funerals? What kind of resources does your denominational worship book provide for funerals? Your response should be based on your critical reflection on T. Long’s book and your denominational resources, as well as on your personal and communal experiences of funerals. Post your written response to the questions (2-3 pages, double-spaced, 12-point, or 500-700 words) in Canvas by **May 28 (Tue.), 11:59 p.m.** and prepare to participate in the panel discussion if you signed in the funeral panel.

**Requirements #4 & #6: due June 2 (Sun.), 11:59 p.m.**

Selected Bibliography

**Worship as Ritual:**

Anderson, E. Byron. *Worship and Christian Identity: Practicing Ourselves*. Collegeville: The Liturgical Press. 2003.

Cooke, Bernard & Gary Macy. *Christian Symbol and Ritual: An Introduction*. New York: Oxford University Press. 2005.

Driver, Tom. *Liberating Rites: Understanding the Transformative Power of Ritual*. Boulder: Westview Press. 1998.

**Theology and History of Worship:**

Davies, Horton. *Bread of Life and Cup of Joy: Newer Ecumenical Perspectives on the Eucharist.* Grand Rapid: William B. Eerdmans Pulbishing Company. 1993.

Erickson, Craig D. *Participating in Worship; History, Theory, and Practice*. Westminster John Knox Press. 1989.

Jones, Cheslyn, et al. (eds.). *The Study of Liturgy.* London: SPCK. 1992.

Lang, Bernhard. *Sacred Games: A History of Christian Worship*. New Haven: Yale University Press. 1997.

Old, Hughes Oliphant. *Worship: That Is Reformed According to Scripture*. Atlanta: John Knox Press. 1984.

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White, James. *Introduction to Christian Worship* (Revised Edition). Nashville: Abingdon Press, 1980.

\_\_\_\_\_\_\_\_\_\_\_. *Protestant Worship: Tradition in Transition*. Louisville: Westminster/John Knox Press, 1989.

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**Multicultural/Contemporary/Creative Worship:**

Bandy, Thomas and Lucinda Holmes. *Worship Ways: For the People Within Your Reach*. Nashville: Abingdon Press. 2014.

Carson, Tim and Kathy. *So You’re Thinking About Contemporary Worship*. St. Louis: Chalice Press. 1997.

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\_\_\_\_\_\_\_\_\_\_\_. *Worship Across Cultures: A Handbook*. Nashville: Abingdon Press. 1998.

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Butler, Nylea L, et al. *Praise Now: More Ready-to-Use Services for Contemporary and Multisensory Worship*. Nashville: Abingdon Press. 2004.

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McFee, Marcia. *The Worship Workshop: Creative Ways to Design Worship Together*.

Nashville: Abingdon Press. 2002.

Plantinga, Cornelius Jr., & Sue a. Rozeboom. *Discerning the Spirits: A Guide to Thinking about Christian Worship Today*. Grand Rapids: William B. Eerdmans Publishing Company. 2003.

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**Worship and Culture:**

Babin, Pierre. *The New Era in Religious Communication*. Minneapolis: Fortress Press. 1991.

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**Components of Worship (preaching, inclusive language, music, prayer, dance, technology, etc.)**:

Bass, Diana, et al. *From Nomads to Pilgrims*.

Duck, Ruth, *Finding Words for Worship*.

Greenhaw, David & Ronald J. Allen (eds.). *Preaching in the Context of Worship*. St. Louis: Chalice Press. 2000.

Jasper, David*. Language and the Worship of the Church*. London: MacMillan. 1990.

Kroeker, Charlotte (ed.). *Music in Christian Worship*. Collegeville: The Liturgical Press. 2005.

Mankin, Maria, and Maren C. Tirabassi, *From the Psalms to the Cloud: Connecting to the Digital Age.* Cleveland, Ohio: The Pilgrim Press, 2013.

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**Worship and Social Ethics:**

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**Worship and the Congregation Life /Pastoral Care:**

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Weaver, Andrew (ed.). Reflection on Marriage and Spiritual Growth. Nashville: Abingdon Press. 2003.

Willimon, William H., *Worship as Pastoral Care*. Nashville: Abingdon Press. 1979.

**INCOMPLETE COURSES**  
Faculty will clarify at the beginning of each quarter whether or not they will accept Incompletes in special circumstances. If faculty choose not to allow Incompletes for any reason, that should be stated on the syllabus. Faculty will distribute to students a copy of the procedures and policies regarding Incompletes at the beginning of each course. Please note that an Incomplete given by an instructor without the appropriate form is recorded on the transcript as an “F."

If Incompletes are allowed, the following procedures will be followed:

a. The request must be made in writing to the instructor before the end of the quarter, using an Incomplete request form available from the Office of the Registrar. The instructor, if in agreement with the request, signs the Incomplete request form and forwards it to the dean for approval. The approved incomplete request is given to the registrar and a copy is sent to the student and the instructor. A separate form is needed for each Incomplete requested.

b. When the work is completed, the student must turn the work in to the registrar who will forward it to the instructor. The instructor will submit the grade to the registrar normally by the end of the quarter in which the work is submitted. The Business Office will bill students ($20.00 per incomplete) for the fee.

c. Incompletes automatically turn into failing grades after four quarters (one calendar year). The latest time to turn in incomplete work is the last day of class of the fourth quarter. See the Academic Calendar at the front of the *Masters Student Handbook* for dates. **Extensions will not be given for Incompletes beyond the established four quarters.**

d. If work for an incomplete is turned in later than one quarter after the end of the course, the work may be graded on a Pass/Fail basis, at the discretion of the instructor. At the discretion of the instructor, students taking an Incomplete may be required to attend class sessions at the next course offering to finish the course requirements, provided the course is offered within the established time frame.

e. Normally, students with 10 or more credits of outstanding Incompletes at one time will not be allowed to register.

Courses in which an Incomplete has been granted but not yet completed are not included in the student’s GPA calculations.