Class Time: Thursdays 9:00 – 12:00 am
Location: Room 2201

Instructor: Assistant Professor Carol Penner
Office Hours: Thursdays 12:00 – 2:00 pm
Office Location: Room 2112
Phone: 519-885-0220 x24241
Email: c2penner@uwaterloo.ca

Course Description:
This course examines the role of ritual in the life of Christian churches, develops a theological and pastoral understanding of congregational rituals, and equips students to create and lead rituals.

Learning Goals:
1. Students will be able to describe the theological meaning, form and function of corporate Christian rituals.
2. When students are presented with a ritual of Christian worship, they will be able to describe it in biblical, historical and ecumenical perspective, and outline its pastoral function.
3. Students will be able to outline numerous ways a ritual can be performed, and choose an approach with theological and pastoral sensitivity to their own context (e.g. the denomination, setting, age, ability, gender, culture, race and class of the worshippers).
4. Students will develop effective and creative communication skills by curating, composing and presenting worship material.
5. Students will develop evaluative skills through self-evaluation and observing others share worship rituals. Students will learn how to receive verbal and non-verbal feedback, so that they can evaluate their own ability to lead worship with observable passion and love.
6. Students will grasp the connections between compassion, spiritual depth and inspired worship leading.

Required Reading Materials:
Texts:


**Articles:**


Snyder, Eleanor. “Pass-over, Morsel, or the Real Meal Deal? Seeking a Place at the Table for the Church’s Children. Vision 2, no.1 (Spring 2001): 73-83.


**Evaluations:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Worship Journal</td>
<td>20%</td>
<td>February 28</td>
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<tr>
<td>Preparing a Funeral</td>
<td>20%</td>
<td>March 7</td>
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<tr>
<td>Major Ritual Project</td>
<td>50%</td>
<td>Sign-up to present seminar, final documents due April 11</td>
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<tr>
<td>Workshop Assignments</td>
<td>10%</td>
<td>To be determined weekly</td>
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**Assignments:**

#1. Worship Journal (20%)

Goal: To reflect on worship rituals outside of the student’s own denomination.

Due Date: February 28

The student will attend three Christian worship services from a variety of traditions different than their own. Some traditions worship mid-week or on Saturday or Sunday evenings, so you do not necessarily need to miss your own church’s service on Sunday morning. Write three journal entries, (500–750 words each) where you reflect on the following questions:
--what is the history/background of this church (you may be able to glean this from the church’s website, or you may need to ask someone there)
--what do you notice about the physical space (the architecture and the furniture), and how does it impact the way worship works for this community?
--is artwork used to enhance the worship space?
--who is involved in leading worship?
--how does the congregation participate in worship: did you find the instructions clear, and were the materials easy to use (bulletin or books or projections)?
--from your perspective, what was significant about how prayer, preaching, music, or scripture was presented?
--what did the worshipping community feel like for you as a newcomer?
--was there something that touched you particularly, or that you learned by attending this service?

#2. Preparing a Funeral (20%)
Goal: To practice writing worship resources for a funeral.
Due Date: March 7
Prepare a funeral service:
   i) a welcome & opening pastoral prayer (maximum 350 words)
   ii) a Life Story for the bulletin that can be read out loud (maximum 450 words)
   iii) a closing prayer (120 words)
   iv) words at the committal (graveside interment) (maximum 450 words)
The funeral is being prepared for yourself. What words do you think would be fitting to be said at your own funeral? Hand in two copies, one for the instructor, and one to share. Everyone will receive someone else’s funeral, come prepared to present that funeral in the workshop on March 14. The committals will take place outside, dress warmly.

#3. Major Ritual Project (50%)
Goal: To demonstrate the ability to draw on ecumenical resources in worship preparation and to lead a group in worship.
Due Date: Seminar presented on March 21 or 28 or April 4. Final date for completion of all components is April 11.

Each student will be assigned a worship ritual from this list (students will be given the opportunity to express a preference):
   Eternity Sunday Service (All Saints/Memorial Sunday)
   World Communion Sunday
   Ash Wednesday (confession)
   Maundy Thursday Service (footwashing)
   Good Friday Service
   Easter Sunday Service

There are three parts to this assignment:

A. Lead Worship (20%)
The student will compose a ritual on their topic **with their own worship community in mind**. Your community may not practice this ritual currently, but plan as if they were going to start practicing it. This ritual can be original material or adapted from various sources. It cannot be lifted entirely from one source. It should include prayer, scripture and songs/hymns, it could include a responsive reading, participatory ritual or a sermon (for the sermon, you don’t have to write one, you just need to choose a title and text).

The student will lead a condensed version of this ritual (maximum 15 minutes) in a chapel setting with classmates as participants. Students will use a visual aid or symbol to enhance their ritual.

### B. Portfolio (20%)

The student will curate a portfolio containing at least 20 pages of material and no more than 40 pages. Items in the Portfolio can be in point form, charts or prose.

The portfolio will include sections labelled:

1. **Meaning of the Ritual:** describe the historical origins of this ritual and how different denominations are performing this ritual today, whether your congregation practices it, and what pastoral function this ritual serves. (250-300 words)
2. **Samples:** examples of ecumenical expressions of this ritual --these items can be cut & pasted or photocopied and inserted into the document from resource books, including a bibliography of resources used. (10-20 pages)
3. **My Ritual:** text of ritual the student composed for section A of this assignment (only some of which will be presented in class). You don’t need to write a sermon, but if there is room for a sermon, you should suggest a title and text. Include the lyrics of music or a copy of hymns you have chosen in the body of the ritual.
4. **Comments:** Comment on how you felt the ritual went when you presented it, and whether there is anything you would change if you led this ritual again. How did the visual aids/music you used enhance the service, e.g. tone, pace, mood, theology? (250-500 words)

### C. Lead Seminar (10%)

This seminar will take place on the same day as your worship presentation. The student will give a 20 minute presentation on the ritual that will include the following elements:

1. its ecumenical roots and how different denominations perform this ritual today
2. a summary of why this ritual suits the student’s worship community context
3. pastoral function of the ritual
4. what this ritual means to the student’s faith

The student will then facilitate a 15 minute discussion that answers questions and uncovers other students’ experience of this ritual in their own faith communities.
#4. Workshop Assignment Mark 10%
Students will be given occasional weekly writing assignments in preparation for workshops. These will be collected for your Workshop Assignment mark.

**Course Schedule:**

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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| 1. Jan 10 | Defining Christian worship  
| 2. Jan 17 | History of Christian Rituals  
How are the rituals we use shaped by tradition and community? | Ramshaw, *Christian Worship*, pp. 69-140.                                                   |
| 3. Jan 24 | Embodied Worship Leading  
Start reading Long, *Accompany*. |
| 4. Jan 31 | The Ritual of Prayer  
| 5. Feb 7  | Ritual and New Birth  
How does ritual function in ceremonies around childbirth and baptism  
*Guest speaker: Prof. Irma Fast Dueck, Canadian Mennonite University* | Dueck, “It’s only water,” pp. 21-27.  
| 6. Feb 14 | Ritual of Sharing Scripture  
How do we present and incorporate scripture in worship?  
Kreider, “Bible Words in Worship,” pp. 89-123.  
Continue reading Long, *Accompany*. |
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<tr>
<td>Feb 21</td>
<td>Reading Week</td>
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<td></td>
<td>Music in Ritual</td>
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<td>Snyder, “Pass-over,” pp. 73-83.</td>
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<td>life?</td>
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<td>How do we create our worship times, and</td>
<td>Segler &amp; Bradley, “Children in Worship,” pp. 159-172.</td>
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<td>why does it matter?</td>
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**UWaterloo Policies**

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

**Arts:** [Academic Integrity website](https://www.uwaterloo.ca/arts/academic-integrity/)  
University of Waterloo: [Academic Integrity Office](https://www.uwaterloo.ca/academic-integrity/office)**
Notes

Citations and Plagiarism
Your sources must be fully documented, according to the *Chicago Manual of Style*, 16th edition (Chicago: University of Chicago Press, 2010). The latest edition is available online. Please use the notes and bibliography system rather than the parenthetical author/date system. Using undocumented quotations from published sources, or submitting work that is not your own will have serious ramifications for your academic career.

Tardy Assignments
Punctual submission of assignments is expected. Late assignments will be accepted only if you have talked to the instructor ahead of time for an extension. Marks may be deducted for assignments that are over one week overdue.

Confidentiality
In the course of our discussions as we explore pastoral caregiving, the students or instructor may wish to share stories of a personal nature. It is expected that personal stories you hear in class will not be repeated outside the classroom without the express permission of the person who told the story.

The Land on Which We Meet:
We acknowledge that we are located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and the Haudenosaunee peoples. The University of Waterloo and Conrad Grebel University are situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometers (six miles) on each side of the Grand River.

Other sources of information for students:
Mental Health Services aim is to provide holistic programming and services to help you lead a healthy and balanced life. We strive to provide a secure, supportive environment for students of all orientations and backgrounds. Students suffering from problems with anxiety, depression, problems with sleep, attention, obsession or compulsions, relationship difficulties, severe winter blues, etc., may make an appointment by phone or in person. Appointments are usually available within two days of initial contact with one of our medical doctors. All contacts are completely confidential. Phone 519-888-4567 ext. 32655.

For students with learning differences: The AccessAbility Services (AAS) office, located in Needles Hall Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AAS office at the beginning of each academic term.

Counselling Services: Counselling Services provides free confidential counselling, in both individual and group sessions, with qualified professionals to help registered students, faculty and staff with personal concerns, educational career decisions, and strategies for studies and exams: [www.adm.uwaterloo.ca/infoc](http://www.adm.uwaterloo.ca/infoc), ext. 33528, NH Room 2080.

The Writing Centre: Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. Make an appointment or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit [www.uwaterloo.ca/writing-centre](http://www.uwaterloo.ca/writing-centre).