Conrad Grebel University College  
University of Waterloo  
TS 751: Worship Ritual and Ministry  
Fall 2020

Synchronous Class Time: Wednesdays 9:00 – 10:30 am

Location: Zoom meeting link here

Instructor: Assistant Professor Carol Penner  
Zoom Office Hours: Wednesday 10:30 – 11:30 a.m., same link as above  
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 should be able to describe the theological meaning, form and pastoral function of Christian rituals.
2. When students are presented with a ritual of Christian worship, they should be able to research it in biblical, historical and ecumenical perspectives.
3. Students should be able to outline numerous ways a ritual can be performed, and choose an approach with theological and pastoral sensitivity to their own context.
4. Students should demonstrate an awareness of how cultural practice shapes ritual.
5. Students should be able to analyze worship through the lens of marginalized groups.
6. Students should demonstrate effective and creative communication skills by curating, composing and presenting worship material.
7. Students should 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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<tr>
<td>Worship Journal</td>
<td>10%</td>
<td>September 22</td>
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<tr>
<td>Worship Analysis</td>
<td>30%</td>
<td>October 7</td>
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<tr>
<td>Preparing a Funeral</td>
<td>20%</td>
<td>November 11</td>
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<tr>
<td>Ritual Project</td>
<td>30%</td>
<td>December 12</td>
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**Assignments:**

**#1. Worship Journal (10%): Shaping Worship During a Pandemic**
Goal: To reflect on worship practices in extraordinary circumstances.
Due Date: September 22
Length: 750 - 1000 words

Read the assigned readings and watch the assigned video (on LEARN) for September 23. Reflect on how the COVID-19 pandemic has affected worship in your congregation. Consider the effects on different groups in the congregation, and on your mission. Has the burden of these changes fallen disproportionately on some? What have the top three challenges been, in your view? Are there opportunities or learnings from which your congregation can benefit going forward?

**#2. Worship Analysis (30%)**
Goal: To reflect on congregational worship service rituals across denominations in the Kitchener-Waterloo community.
Due Date: October 7
Length: 1750 – 2000 words

Watch the provided virtual video services from May 31, 2020 (Pentecost) of four congregations from the KW area.
People in Group A watch: [First United Church Waterloo](#)
[Slate Church](#), Waterloo
Kingdom Community International Kitchener  (July 19, no online Pentecost service)
Waterloo North Mennonite

People in Group B watch:
Trinity United Church KW
Holy Cross Lutheran Church, Kitchener
Freedom in Christ Church
Stirling Avenue Mennonite Church, Kitchener (May 24 service)

Using the Worship Service Components chart used in our second class, create a chart to compare the order of service for each congregation. (1 page)
Compare and contrast the charts: what do the services have in common, are there patterns in what the services contain or do not contain? (1-2 pages)
In the remaining pages of your paper, share what you learned from comparing these services. Choose at least five of the topics below as a means of comparative analysis, sharing your observations and reflections (4 pages):
  What can you tell about the role of clergy/laity from this worship service?
  What did you learn about this congregation from their service, and did you feel drawn in?
  How inclusive does this congregation seem to be of people who are diverse in race, ability or age, and how could you tell?
  How were children included in the service?
  How were people who were newcomers to the church welcomed or accommodated?
  How did the worship service demonstrate connection or concern for people/world outside the congregation?
  Did you get a sense of the ministry the church engages in outside of Sunday morning and was there a collection of money?
  How was emotion/passion expressed in these services?
  How was attention paid to aesthetics and beauty in this service?
  How was the worship service recognizably centred around a theme or scriptural text?
  Did the worship service tend to use certain names or images for God?
  Comment on the language and style of the service, was it formal or informal, and do you think it was geared towards people with a certain level of education, or towards people of a certain cultural group?
  How do you think this recorded service might differ from their regular in-person worship services?

Conclude your paper with your personal observations about which service(s) you were most drawn to and why. (1 page)

#3. Crafting Prayers Assignment (10%)
There will be five small assignments to write prayers on different topics, and share them (or parts of them) in class or in breakout groups. Directions about the prayers will be given the week before the prayers are due. The prayers should be handed in to LEARN Dropbox on the due date before the class.
Pandemic Prayer (200 words)  Due September 23
Thanksgiving Prayer (300 words) Due October 7
Congregational Prayer (400 words) Due October 21
Childbirth Prayer (300 words) Due October 28
Prayer for Unemployment (200 words) Due November 25

#4. Preparing a Funeral (20%)
Goal: To practice writing worship resources for a funeral.
Due Date: November 11, 2020
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?

#5. Good Friday Worship Service
Goal: To demonstrate the ability to draw on ecumenical resources in worship preparation.
Both parts, Due Date: December 12, 2020

Each student will develop a Good Friday worship service for their own context.
There are two parts to this assignment:

A. Good Friday Service (20%)

Prepare a service informed by your research of Good Friday services from different traditions. Read all of the material provided on LEARN; you can supplement this with your own worship resources or on-line research. The service should have a theme (not simply “Good Friday”). It can be original material, or it can be gleaned from various sources (you cannot simply lift it from one source). It should include prayers, such as a Call to Worship, Offertory (if you have an offering that day), congregational prayer, benediction, scripture and songs/hymns, and sermon (for the sermon, you don’t have to write one, you just need to choose a title and text and a sentence or two to show the theme). Your service could include a children’s story, responsive reading or participatory ritual. It could include communion. Include descriptions or pictures of visuals you would like to use, (displayed objects, candles, banners, slides). Prepare a bulletin that lays out the order of worship, and then a document with the worship material according to the order it appears in the worship service (include lyrics of songs).
Length: 1000-2000 words

B. Background Paper (10%)

From your research, describe how different denominations are performing this ritual today; how important is it in various traditions? Does your church usually have a Good Friday service? Outline the background for why you created the service the way you did,
and what you have gleaned from researching different traditions. What resonated with you, and what did you reject? Discuss the tone, the pace and the mood you are trying to evoke with this service. What pastoral and theological function does this service serve in the lives of people in your congregation? How have you made accommodations to be inclusive of the people with disabilities or special needs in your congregation through your worship planning?

Length: 750 – 1000 words

Course Schedule:

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading &amp; on-line activities</th>
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<td>DeBoer, <a href="#">COVID-19 and Including Kids in Online Worship</a>.</td>
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<td>Jaewoo &amp; JoaHuysers-Honig, “<a href="#">Shaping Worship During the COVID-19 Pandemic: Multicultural Community at Proskuneo Ministries, Clarkston, Georgia.</a>.”</td>
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<td>MacDonald &amp; Huysers-Honig, <a href="#">Shaping Worship During the COVID-19 Pandemic: Jesus’ Presence among First Nations Anglicans in Canada</a>.</td>
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<td>Simpson, <a href="#">Gary. V. Simpson: The Pastoral Challenge of a Brooklyn Church and COVID-19.</a>.</td>
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<td>Oct 14</td>
<td>Reading Week – no class</td>
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<td>Parker, Baptism, African American Lectionary</td>
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<td>Ramshaw, Christian Worship, pp. 143-158.</td>
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<td>Penner, “Procedure after a death” (handout)</td>
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<td>How do we lead the Lord’s Supper?</td>
<td>Millard &amp; Paulsen, “Drive-Thru Communion?”</td>
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<td>Ridgeway, On-line Communion Can Still be Sacramental.</td>
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<td>everyday life?</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](#) University of Waterloo: [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 on-line. 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 our College is 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. Through our courses and our lives we aim to foster just relationships.
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 ASS 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/infocs, 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.