Conrad Grebel University College
University of Waterloo
TS 751: Worship Ritual and Ministry
Fall 2022

Class Time: Tuesdays 1:00 pm – 3:50 pm

Location: Room 2201

Instructor: Assistant Professor Carol Penner
Office Hours: An hour before and after class
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 pastoral function of Christian rituals.
2. Student will demonstrate the ability to research a ritual of Christian worship in biblical, historical and ecumenical perspectives.
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.
4. Students will demonstrate an awareness of how cultural practice shapes ritual.
5. Students will be able to analyze worship through the lens of marginalized groups.
6. Students will demonstrate effective and creative communication skills by curating, composing and presenting worship material.
7. 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.


Additional Reading:


Evaluations:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Worship Analysis</td>
<td>25%</td>
<td>October 18</td>
</tr>
<tr>
<td>Workshop Prayers</td>
<td>10%</td>
<td>October 4, 25, November 29, December 6</td>
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<tr>
<td>Funeral Project --preparing a funeral</td>
<td>15%</td>
<td>November 1</td>
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<td>--workshop presentation</td>
<td>10%</td>
<td>November 8</td>
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<tr>
<td>Major Ritual Project --Good Friday Service</td>
<td>20%</td>
<td>November 13</td>
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<tr>
<td>--Background Reflection</td>
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Assignments:

#1. Worship Analysis (25%)

Goal: To reflect on congregational worship service rituals across denominations in your local community.

Due Date: October 18

Length: 1750 – 2000 words

The student will attend three Christian worship services from a variety of traditions different than their own. Ideally these will be attended in person. Some traditions worship 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 questions below. Choose at least five of the topics below as a means of comparative analysis, sharing your observations and reflections (4 pages):

--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 artwork), and how does it impact the way worship works for this community?
--who is involved in leading worship? clergy? people of different ages? people from marginalized groups?
--how are people with disabilities were accommodated in specific ways?
--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? (don’t focus on the theology of what was presented)
--how did elements like processions, candles, incense or ritual gestures, add to worship?
--if communion, was served, comment on the presentation of that ritual
--did you feel welcomed into this community...why or why not? (immediate accessibility of a service to newcomers is not always a high value)

Conclude your paper with some comparative remarks about the three services. In which service were you were most drawn into worship and why? What did you learn from this assignment?
#2. Crafting Prayers Assignment (10%)
There will be four small assignments where you will write prayers on different topics, and share them in class. 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, but you must also bring a copy to class.
Thanksgiving Prayer (300 words) Due October 4
Congregational Prayer (400 words) Due October 25
Prayer after a Crisis (300 words) Due November 29
Prayer for Christmas Eve (300 words) Due December 6

#3. Funeral Project
Prepare a Funeral Service (15%)
Goal: To practice writing worship resources for a funeral.
Due Date: November 1, 2020
i) a welcome & opening pastoral prayer (maximum 350 words)
ii) a life story for the bulletin that can be read out loud (maximum 400 words)
iii) a closing prayer (120 words)
iv) words at the committal (graveside interment) (maximum 450 words)

The funeral is being prepared for yourself as if you had died at the age you are now. What words do you think would be fitting to be said at your own funeral? This will be submitted on LEARN, but bring a printed copy of the funeral to class.

Funeral Service Workshop Presentation (10%)
You will be given a funeral service on November 1 that a fellow student has prepared: come to class on November 8 prepared to present it. The committals will take place outside, dress warmly, and bring an umbrella in case of rain.

#4. Major Ritual Project
Goal: To demonstrate the ability to draw on ecumenical resources in worship preparation.
Both parts, Due Date: December 13.

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 for your own congregation 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 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, as well as Scripture, Songs/Hymns, and a
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, participatory ritual or perhaps a drama in place of the sermon. It could include communion. Use endnotes to document sources. Feel free to adapt resources, just indicate by adding “Adapted from...” before the citation.

Pay attention to the flow of the service, and the emotional tone you are creating. You should include a paragraph description of the worship space, and how you will prepare it for worship. You should describe how you will set up visuals, which might include rearranging the sanctuary, or displaying objects like crosses, candles, or banners. The service should range anywhere between 45 – 60 minutes.

Your written submission will begin with a bulletin that lays out the order of worship (that a congregant might receive), and then a script that includes all the worship material according to the order it appears in the worship service (include lyrics of songs), as well as instructions (for eg. “The congregation rises”, “The candles are extinguished.”)
Length: 1000-2000 words

B. Good Friday Background Reflection (20%)

Does your church usually have a Good Friday service; why or why not? Outline the background for why you created the service the way you did, and what you observed from researching different traditions. What resonated with you, and what did you reject because it would not fit in your context? Discuss the tone, the pace and the mood you are trying to evoke with this service using the theme you chose. What pastoral and theological function will this service serve in the lives of people in your congregation? How have you been sensitive to the age, culture, gender and ability of the participants 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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<p>| Oct 11 | Reading Week – no class |                                                                                                                                                                                                                           |
| 5. Oct 18 | The Ritual of Prayer: How is prayer expressed and what is its function? |                                                                                                                                                                                                                           |</p>
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<td>Penner, “Procedure after a death” (on LEARN)</td>
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<td>Ramshaw, <em>Christian Worship</em>, 143-158.</td>
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**Note:** The table above provides a summary of the readings and activities for each week. The readings are sourced from various academic journals and books, focusing on themes of worship and ministry practices in times of crisis and inclusion. The activities are designed to complement the theoretical discussions with practical exercises and discussions.
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<td><strong>Rienstra, Debra and Rienstra, Ron. “Naming God: Meeting the One Who Is.” In <em>Worship Words</em>, 143-173.</strong></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**

All assignments should be submitted as Word documents, and double spaced (with the exception of the Funeral Service and the Good Friday service which should be single spaced). 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 worship, 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. In our words and in our actions we will strive to live in right relationship with our Indigenous neighbours.
Specifically, in this theological course we will keep the Truth and Reconciliation Commission Call to Action #60 in mind: TRC Call to Action #60: We call upon leaders of the church parties to the Settlement Agreement and all other faiths, in collaboration with Indigenous spiritual leaders, Survivors, schools of theology, seminaries, and other religious training centres, to develop and teach curriculum for all student clergy, and all clergy and staff who work in Aboriginal communities, on the need to respect Indigenous spirituality in its own right, the history and legacy of residential schools and the roles of the church parties in that system, the history and legacy of religious conflict in Aboriginal families and communities, and the responsibility that churches have to mitigate such conflicts and prevent spiritual violence.

Pandemic Guidelines
As mandated by the university, please follow all public guidelines in class which may involve masking. If the public health directives change, or if a number of students or the instructor are isolating because of COVID-19, we may temporarily switch to a Zoom format. Please check your email before setting out for class. Grebel continues to strongly encourage you to think of the people around you and help limit the spread of COVID-19 by wearing a mask. If you are exhibiting symptoms, or think you were exposed to the virus, you can fill out the Ontario self-assessment. If you need to miss classes, you can self-declare your absence in Quest; please let the instructor know about your absence.

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.