

School of Theology and Ministry  
CMI 4000 The Christian Gathering  
3 Units- Spring 2025



Meeting days/times: Tuesdays & Thursdays, 11:00-12:15 pm

Meeting location: Wesleyan Center Seminar Room (Smee Hall)

Final Exam: May 6, 10:30 am-1:00 pm

<b>Instructor title and name:</b>	Prof. Jennifer Guerra Aldana
<b>Email:</b>	jennifeguerraaldana@pointloma.edu
<b>Office location and hours:</b>	Smee 210, schedule through link in canvas.
<b>Office location and hours:</b>	Smee 210- Use the link in the email signature to schedule

#### **PLNU Mission: To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

#### **Catalog Course Description**

The most fundamental practice of the Christian Tradition, from Jesus and the Twelve, involves gathering in a particular special location. This course will examine two traditions of gathering: The Ministry of the Word and the Ministry of the Table. This course will examine varied worship traditions arising out of different understandings and historical periods of the church. The course will emphasize the different manifestations of historical Christian practices like the church year, baptism, funerals, and the Lord's Supper and how to oversee these practices in alternative traditions.

#### **Course Learning Outcomes**

Student will:

1. Identify Early, Reformation, and Contemporary patterns for worship
2. Develop a theology of the sacraments (baptism and communion).
3. Compare and contrast theology and practice of worship in differing Christian traditions
4. Plan a series of services for a specific local congregation according to assigned texts and a season of the Church Year.

5. Ability to envision, order, and participate in contextualized, theologically grounded worship and to develop and lead appropriate services for special occasions (i.e. wedding, funeral, baptism, and Lord's Supper).

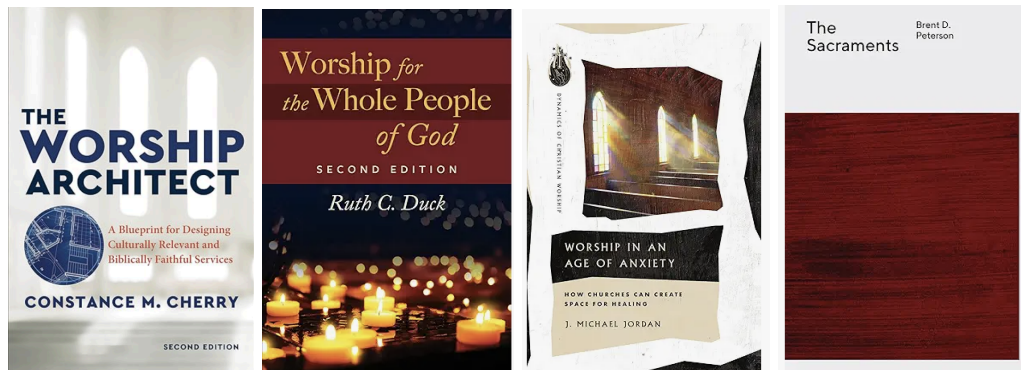
### Land, Labor, and Life Acknowledgement

As students and scholars at PLNU, we acknowledge our presence on the traditional, ancestral, and unceded territories of the [Kumeyaay Diegueño Indian Tribe](#). May we be good guests to the people, the stories, the wisdom, the fruits of the land, and dwell with one another with peace.

### Course Philosophy

Learning is a communal and collaborative process. Therefore, I hope we can co-construct an environment of rich conversation and critical engagement. I expect students to engage deeply with the readings, come ready to have meaningful discussions, and engage the content with curiosity and effort. *I believe in active learning.* I recognize that I will ask you to engage in theological reflection and conversation in this course that may feel beyond your level of expertise or comfort—embrace it! Lean in, take risks, and give your best effort. As your professor, I commit to providing feedback and being a partner in learning. *The best learning happens when we are stretched beyond what we know or are comfortable with but not to the point of becoming overwhelmed.* Communication will be critical; the more you choose to share, the better I can partner with and support you.

### Required Texts



1. The Worship Architect: A Blueprint for Designing Culturally Relevant and Biblically Faithful Services by Constance Cherry. ISBN# 9780801038747.
2. Worship for the Whole People of God (Second Edition) by Ruth Duck. ISBN# 9780664264765.
3. Worship in an Age of Anxiety: How Churches Can Create Space for Healing by J. Michael Jordan. ISBN# 9781514006108
4. The Sacraments by Brent Peterson. ISBN# 9780834142510

### Lomabooks Instructions:

This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas. You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick-up

or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials. For more information about **LomaBooks**, please go: [HERE](#)

### Assessment and Grading

Grades will be based on the following:

Assignments:	Grading Scale:
<ul style="list-style-type: none"> <li>● <b>Reading Reports (400)</b> <ul style="list-style-type: none"> <li>○ Reading Reports (20/each)</li> </ul> </li> <li>● <b>Reflections (220)</b> <ul style="list-style-type: none"> <li>○ Order of Worship (40)</li> <li>○ Prayer (40)</li> <li>○ Eucharist (40)</li> <li>○ Wiley Lectures (60)</li> <li>○ Meals (40)</li> </ul> </li> <li>● <b>Presentation (80)</b> <ul style="list-style-type: none"> <li>○ Liturgy in Context (80)</li> </ul> </li> <li>● <b>Final: Annotated Worship Design (260)</b> <ul style="list-style-type: none"> <li>Exegetical Paper (70)</li> <li>Annotated Worship Design (110)</li> <li>Reflection (40)</li> <li>Presentation (40)</li> </ul> </li> </ul> <p><b>TOTAL POSSIBLE POINTS = 1,000</b></p>	<p>A=93-100%</p> <p>A-=92-90%</p> <p>B+=87-89%</p> <p>B=83-86%</p> <p>B-=80-82%</p> <p>C+=77-79%</p> <p>C=73-76%</p> <p>C-=70-72%</p> <p>D+=67-69%</p> <p>D=63-66%</p> <p>D-=60-62%</p> <p>F=0-59%</p>

### Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

### Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. All of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to talk to me or your friends or family about it. Class topics are discussed for the sole purpose

of expanding your intellectual engagement, and I will support you throughout your learning in this course.

### **Incompletes and Late Assignments**

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Late assignments will only be accepted if the professor has been notified in advance and will receive a 10% deduction per day they are late. Extensions may be granted case-by-case. Assignments turned in five days after the due date will not be accepted. Incompletes will only be assigned in extremely unusual circumstances.

### **Spiritual Care**

Please be aware that PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

### **State Authorization**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

### **PLNU Copyright Policy**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

### **PLNU Academic Honesty Policy**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### **Artificial Intelligence (AI) Policy**

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

## **PLNU Academic Accommodations Policy**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request. PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes. Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

## **Language and Belonging**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias).

## **Sexual Misconduct and Discrimination**

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of

1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

### **Inclusive Language**

The School of Theology and Christian Ministry is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, the school urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and their writings. Thus, terms like “man” or “mankind” or the pronoun “he” should not be used to refer to all humans. Instead, “humanity,” “humans,” and “he or she” better acknowledge women as full persons. Papers submitted with exclusive language will receive a point deduction (minor, but an incentive to be attentive).

### **PLNU Attendance and Participation Policy**

Regular and punctual attendance at all class sessions is essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

### **Loma Writing Center**

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research. Getting feedback from the Loma Writing Center while you’re in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: [writingcenter@pointloma.edu](mailto:writingcenter@pointloma.edu)

### **Assignments At-A-Glance**

Date	Class Content	Reading Assignment	Assignments Due BEFORE class
Week 1 January 14	<ul style="list-style-type: none"><li>• Introduction to Course: Purpose &amp; Syllabus</li></ul>		

<b>Welcome!</b>	<ul style="list-style-type: none"> <li>What worshipping community are you bringing with you?</li> </ul>		
Jan. 16	<ul style="list-style-type: none"> <li>What does it mean to learn?</li> <li>Sentipensar</li> <li>Community Learning Agreement</li> <li>Assignment Overview</li> </ul>		Buy textbooks
<b>What is Worship?</b>			
<b>Week 2</b> Jan. 21	<ul style="list-style-type: none"> <li>Biblical &amp; Christological Foundations</li> </ul>	<ul style="list-style-type: none"> <li>Cherry Ch. 1-2</li> </ul>	Reading Report Due
Jan. 23	<ul style="list-style-type: none"> <li>Theological Foundation <ul style="list-style-type: none"> <li>Early Church</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Duck Ch. 1</li> </ul>	Reading Report Due
<b>Week 3</b> Jan. 28	<ul style="list-style-type: none"> <li>Historical Patterns <ul style="list-style-type: none"> <li>Reformation</li> </ul> </li> </ul>		
Jan. 30	<ul style="list-style-type: none"> <li>Introduction to Liturgy</li> </ul>	<ul style="list-style-type: none"> <li>Cherry Ch. 3</li> </ul>	Reading Report Due
<b>Week 4</b> Feb. 4	<ul style="list-style-type: none"> <li>Four Rooms for Encountering God</li> </ul>	<ul style="list-style-type: none"> <li>Jigsaw Reading Cherry Ch. 4-8</li> </ul>	Reading Report Due
Feb. 6	<ul style="list-style-type: none"> <li>Order of Worship Collaboration Guests: Pastors Kassy &amp; James <i>San Diego First Church of the Nazarene</i></li> </ul>		<b>Order of Worship Reflection Due</b>
<b>Worship is... encountering God through different pathways</b>			
<b>Week 5</b> Feb. 11	<ul style="list-style-type: none"> <li>Participatory Worship <ul style="list-style-type: none"> <li>Intergenerational</li> <li>Different Abilities</li> <li>Hybrid/Virtual</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Duck Ch. 2</li> </ul>	Reading Report Due
Feb. 13	<ul style="list-style-type: none"> <li>Scripture and the Church Year</li> </ul>	<ul style="list-style-type: none"> <li>Duck Ch. 8</li> </ul>	Reading Report Due

<b>Week 6</b> <b>Feb. 18</b>	<ul style="list-style-type: none"> <li>• Language &amp; Prayer in Worship</li> </ul>	<ul style="list-style-type: none"> <li>• Duck Ch. 6-7</li> </ul>	Reading Report Due <b>Prayer Reflection Due</b>
Feb. 20	<ul style="list-style-type: none"> <li>• Art in Worship</li> </ul>	<ul style="list-style-type: none"> <li>• Duck Ch. 5</li> </ul>	Reading Report Due
<b>Worship is... encountering God through the sacraments.</b>			
<b>Week 7</b> <b>Feb. 25</b>	<ul style="list-style-type: none"> <li>• Theological Foundation</li> <li>• The Big Seven: Baptism, Confirmation or Chrismation, Eucharist, Penance, Anointing of the Sick, Holy Orders, and Matrimony.</li> </ul>	<ul style="list-style-type: none"> <li>• Duck Ch. 8</li> </ul>	Reading Report Due <b>Exegetical Paper Due</b>
Feb. 27	<ul style="list-style-type: none"> <li>• A Wesleyan Perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Peterson Ch. 1-3</li> </ul>	Reading Report Due
<b>Week 8</b> <b>Mar 4</b>	<ul style="list-style-type: none"> <li>• Baptism</li> </ul>	<ul style="list-style-type: none"> <li>• Peterson Ch. 7-8</li> </ul>	Reading Report Due
Mar. 6	<ul style="list-style-type: none"> <li>• Eucharist</li> </ul>	<ul style="list-style-type: none"> <li>• Peterson Ch. 9-10</li> </ul>	Reading Report Due <b>Eucharist Reflection Due</b>
<b>Spring Break: March 10-16</b>			
Mar. 19-21	Wiley Lectures @ Crill Performance <b>Series Title:</b> "Grace, Genuineness, and Glory" Spirituality for Living into the New Things of God" <b>Public Lectures:</b> <ul style="list-style-type: none"> <li>- Lecture 1: "The Fullness of You" Wednesday, March 19th, 2025, 11:00-11:50 am</li> <li>- Lecture 2: "World, Woes, and Wonder" Wednesday, March 19th, 2025, 1:30-2:20 pm</li> <li>- Lecture 3: "The Dreams of the Heart of God" Thursday, March 20, 2025, 9:30-10:20 am</li> <li>- Lecture 4: "You are Befriended" Friday, March 21, 2025, 8:30-9:20 am</li> </ul>		<b>Wiley Lectures Reflection Due (3/21)</b>



Week 11 Mar. 25	<ul style="list-style-type: none"><li>Church Presentations</li></ul>		
Mar. 27	<ul style="list-style-type: none"><li>Church Presentations</li></ul>		
Worship is... encountering God through the diversity of all who gather.			
Week 12 Apr. 1	<ul style="list-style-type: none"><li>Diverse Worship</li></ul>	<ul style="list-style-type: none"><li>Duck Ch. 3</li></ul>	Reading Report Due
Apr. 3	<ul style="list-style-type: none"><li>Role of Meals</li></ul>	<ul style="list-style-type: none"><li>Duck Ch. 11</li></ul>	Reading Report Due Meal Reflection Due
Week 13 Apr. 8	<ul style="list-style-type: none"><li>Planning and Leading</li></ul>	<ul style="list-style-type: none"><li>Duck Ch. 4</li></ul>	Reading Report Due
Apr. 10	<ul style="list-style-type: none"><li>Hospitable Leadership Guest: Inés Velazquez</li></ul>	<ul style="list-style-type: none"><li>Cherry Ch. 15</li></ul>	Reading Report Due
Worship is... encountering a God who heals.			
Week 14 Apr. 15	<ul style="list-style-type: none"><li>Practical Theologies of Anxiety</li></ul>	<ul style="list-style-type: none"><li>Jordan Ch. 1-3</li></ul>	Reading Report Due
Easter Break: Apr. 17 & 21			
Week 15 April 22	<ul style="list-style-type: none"><li>Healing approach to time and space</li></ul>	<ul style="list-style-type: none"><li>Jordan Ch. 4-5</li></ul>	Reading Report Due
April 24	<ul style="list-style-type: none"><li>Healing approach to sacraments</li></ul>	<ul style="list-style-type: none"><li>Jordan Ch. 8</li></ul>	Reading Report Due
Week 16 April 29	<ul style="list-style-type: none"><li>Healing approach to Music</li></ul>	<ul style="list-style-type: none"><li>Jordan Ch. 6</li></ul>	Reading Report Due
May 1	<ul style="list-style-type: none"><li>Reflecting on the Semester</li></ul>		
FINAL: May 6	Annotated Worship Design Presentations DUE		

## Assignment Descriptions

### Reading Reports

Reading reports are designed to help you actively engage with course materials, critically reflect on theological and practical concepts, and articulate their insights effectively. These assignments encourage deeper comprehension and help connect readings to the real-world challenges and contexts of ministry.

- Reports have two parts; in the first part, you will identify three key takeaways from the reading with a quote that best exemplifies that point. In the second part, you will draft one meaningful question based on what you interacted with.
- Questions can be about something you want to know more about, something you are curious about, an integration question, a clarifying question, a reflective question, or an application question.
- Your ticket to enter class will be your question. You will be given a notecard, and upon entering class, you will deposit your question into the basket. This question will be used during the reading discussion.

### Reflections

#### Order of Worship

Respond to the following questions in a 3-page (double-spaced) reflection or a 5-minute video.

- How have you experienced the four movements in the worshipping communities you have participated in?
- How are the four movements connected to the life of Jesus?
- What is the liability if one of these movements is missing? Give examples of what is missing for each of the movements.

#### Prayer

Record a 2-4 minute prayer moment in your worshipping community.

Respond to the following questions in a 3-page (double-spaced) reflection or a 5-minute video.

- What was said? What wasn't?
- How was God addressed?
- How was prayer used? (transition, intentional, personal, communal, sending, blessing?)

#### Eucharist

Interview a younger (5 years) and an older (10 years+) on their experiences with communion/eucharist. Ask them both the following questions: What does this meal mean to you? What have been one of the most meaningful encounters with this meal? Why is it important that we partake in this meal as a community of faith?

Respond to the following questions in a 3-page (double-spaced) reflection or a 5-minute video.

- What is your earliest memory of partaking in this sacrament?
- Summarize the key takeaways from each of the conversations.
- What were the biggest takeaways from this intergenerational conversation around the Eucharist?

#### Wiley Lectures

Respond to the following questions in a 3-page reflection or a 5-minute video.

Note which two lectures you attended.

- What were the main arguments presented?

- What stood out to you the most?
- What lingering questions do you have?

### Meals

Respond to the following questions in a 3-page (double-spaced) reflection or a 5-minute video.

- What are the five main themes of the Eucharist most common to Christians of many backgrounds described by the World Council of Churches?
- Describe a meal in which you saw one or several of these themes embodied. What made the meal a snapshot of the eucharistic table?
- What is at stake if Christian communities do not share meals together?

### Presentations

#### Liturgy in Context

Choose a congregation to visit at least four times, as you visit, pay attention to the following aspects of the gathering:

- Order of worship:
  - What are the different encounters the congregation is invited into?
  - Is the order fixed or does it vary week to week?
- Participation:
  - Who is centered?
  - Who is at the margins?
  - What modalities are offered?
- Theology:
  - What language is used for God?
  - How is scripture used?
- Sacraments:
  - What are the sacraments celebrated in this community?
  - In what frequency are they encountered?
- Sentipensar:
  - What emotions came up for you in the duration of the service?
  - What memories came to mind during the service?

Keep a journal for every visit, answer as many questions as possible but always include Sentipensar. Take pictures as it is appropriate. For the last journal entry, finish by adding a one-sentence summary using this format:

Who?

Does what?

To what or Whom?

When?

Where?

How?

Why?

Using the answers from the questions, put them in a sentence to summarize your insights from all four visits.

*Example:*

*Who? The congregation*

*Does what? Worships through song, prayer, and scripture*

*To what or Whom? To draw closer to God and one another*

*When? On a weekly basis*

*Where? In the sanctuary*

*How? Using their presence to witness to the love and mercy of God*

*Why? So that they may be sent out as the church.*

*In sentence form: The congregation worships through song, prayer and scripture to draw closer to God and one another on a weekly basis in the sanctuary, using their presence to witness to the love and mercy of God so that they may be sent out as the church.*

For the presentation, create a 6-slide presentation summarizing your takeaways.

Slide 1: Introduction to Congregation

Slide 2: Order of Worship

Slide 3: Participation

Slide 4: Theology

Slide 5: Sacraments

Slide 6: One Sentence Summary

### Final: Annotated Worship Design

Along with your peer co-pastor, design a Sunday morning liturgy.

Lectionary Texts for May 11: Fourth Sunday of Easter

Acts 9:36-43 - Psalm 23 - Revelation 7:9-17 - John 10:22-30

The worship design final must include:

- Exegetical Paper
- Annotated Worship Design
- Reflection Paper
- In-class presentation

### Outline for Exegetical paper

1. Introduction
  - a. Text Identification: Specify the biblical passage being examined.
  - b. Purpose: Briefly state the purpose of the paper—what you aim to understand or explain about the text.
  - c. Thesis Statement: Summarize your main argument or insight regarding the text.
2. Contextual Analysis
  - a. Historical Context: Explain the historical and cultural background of the passage.
  - b. Literary Context: Discuss the passage's placement within the larger book and its relationship to surrounding texts.

- c. Theological Context: Identify key theological themes or ideas relevant to the passage.
- 3. Textual Analysis
  - a. Structure and Flow: Outline the structure of the passage (e.g., sections, key transitions).
  - b. Key Words and Phrases: Highlight significant words, phrases, or concepts and their meanings (original language insights if applicable).
  - c. Interpretation of Key Verses: Provide a verse-by-verse explanation of the passage.
  - d. Figures of Speech or Literary Devices: Identify and explain metaphors, imagery, or other literary tools used in the text.
- 4. Theological Reflection
  - a. Main Themes: Summarize the central theological messages of the passage.
  - b. Relevance to the Original Audience: Explain how the text spoke to its original readers.
  - c. Contemporary Application: Reflect on how the passage speaks to faith and practice today.
- 5. Conclusion
  - a. Summary: Recap your main findings and arguments.
  - b. Implications: Discuss the broader significance of the text for Christian life.
  - c. Application: Identify different ideas to infuse the themes of the passage in the order of worship.
- 6. Bibliography
  - a. List all sources cited, including biblical commentaries, articles, and other reference. Engage at least 3 reputable commentaries.

#### Template for Annotated Worship Design

<b>Sunday Worship Gathering</b>				
Pre Gathering Details:				
Tech needs:				
Team:				
Supplies Needed:				
Movement 1:				
Minutes	Item	Lead	Notes	Rationale & Citation
Minutes	Item	Lead	Notes	Rationale & Citation
Movement 2:				
Minutes	Item	Lead	Notes	Rationale & Citation
Minutes	Item	Lead	Notes	Rationale & Citation

Movement 3:				
Minutes	Item	Lead	Notes	Rationale & Citation
Minutes	Item	Lead	Notes	Rationale & Citation
Movement 4:				
Minutes	Item	Lead	Notes	Rationale & Citation
Minutes	Item	Lead	Notes	Rationale & Citation
Movement 5:				
Minutes	Item	Lead	Notes	Rationale & Citation
Minutes	Item	Lead	Notes	Rationale & Citation
Post Gathering details				

### Reflection Paper

Respond to the following questions in a 4-page (double-spaced) reflection:

- Describe the experience of co-constructing a worship service.
- What were the highlights? What were the challenges?
- What gifts did you bring to the worship design process?
- What gifts did your co-pastor bring to the design process?
- What did you learn about yourself in this process?
- How will you apply what you learned in this worship design process to future ministry opportunities?

### In-class Presentation Outline

During finals week, each pair will present the following in a polished and designed document that includes:

- Biblical Text(s)
- Summary of Exegetical conclusion (1-2 paragraphs)
- Annotated Worship Design