

To develop Christ-minded leaders who make a difference in the world.

PW 631 Christian Worship
Winter, 2019

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SCHEDULE: Online, January 21 – April 27, 2019

CREDITS: 3



*In our astonished reverence we confess
Thine uncreated loveliness!
- Frederick W. Faber*

DESCRIPTION: An experiential and participatory study of worship that focuses on the cultivation of worship as a lifestyle and offers a theological framework and practical resources for planning and leading corporate worship events.

TARGET STATEMENTS:

- A. Knowledge – Students will:
- Identify elements of worship that must be included in a worship event.
 - Outline and explain the events of the Christian year as a biblical and historical framework for planning worship services.
 - Outline and explain a theological framework for Christian worship.
 - Provide evidence of an awareness and use of a variety of resources for corporate worship events.
 - Place one's worship tradition within the larger Christian historical framework.
- B. Character – Students will:
- Give evidence of changes that have arisen in one's own approach to and practice of worship.
 - Work collaboratively with other class members to plan a worship service.
 - Reflect on the power of habits to shape and change one's life.
- C. Ability – Students will:
- Use an evaluation grid in the critique of a worship service.
 - Explain in writing how the student will incorporate elements from this course as they lead corporate worship.
 - Articulate a set of core values that will guide the student's ministry of worship leadership.

REQUIRED TEXTBOOKS: (These are available in the Seminary Reading Room)

Cherry, Constance M. *The Worship Architect: A Blueprint for Designing Culturally Relevant and Biblically Faithful Services*. Baker Academic, 2010. BV 15 C42 2010

Dyrness, William A. *A Primer on Christian Worship: Where We've Been, Where We Are, Where We Can Go*. Eerdmans, 2009. BV 15 D96 2009

Smith, James K. A. *You Are What You Love: The Spiritual Power of Habit*. Baker, 2016.

REQUIRED ARTICLES:

Links to a number of required articles are found on our course web site.

REQUIREMENTS:

1. **Reading Response Questions (34 hours)**. Students will submit written responses to pre-determined questions based on the assigned readings. These are due each week on Saturday at 11:55 PM Mountain Time.

Overview:

- Assignment accommodates knowledge, character and ability target statement.
- Assignment develops competencies in Leadership, Stewardship, Exegesis and Faithfulness.
- Assignment addresses requirements in Outcomes 1,2,3,4,5,6

2. **Participation in Online Forums (12 hours)**.

Online discussions are the closest equivalent to face-to-face classroom interaction. Students are expected to contribute an original response, of at least 100 words, to the question posed and interact, with at least 60 words, to a minimum of one classmate's posting. Every module will include an asynchronous discussion arising from the assigned materials.

Original postings in each forum are worth 2 points and **must be posted no later than 11:55 PM (Pacific Time) of the Thursday of each week**.

The forum will be set up to not accept late posts. Students will also read and respond to classmates' posts. The interaction with at least one classmate's posting per week is worth 1 point. An interaction must be substantive and not simply an "I agree with your point" statement. It might involve sharing an illustration that supports the point made by your classmate, or raising a question that challenges the statement made in the posting.

Interaction posts are **due on Saturdays at 11:55 PM**. Points will be assigned based on the quality of the contribution.

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3. **Group Worship Project (8 hours)**.

Students will be divided into small groups and assigned a worship service to prepare and present to the class. These services should be planned for an actual time frame of 25 – 40 minutes. Your presentation will be quite a bit shorter, as you will only list the songs being sung.

If you are including a short sermon, please provide a brief outline of the major talking points. These services will be crafted around scripture and a theme from the Christian year (Christ the King, Advent, Epiphany, Baptism of Jesus, Transfiguration, Lent, Pentecost, Trinity Sunday, etc.). Groups will also make creative use of art forms, listing and describing any symbols and rituals to be used. Be sure to acknowledge the sources of liturgical materials when these have been taken from web sites or publications.

This should be presented in a slide format with audio narration or explanation. You should convert this file to a video format, upload it to Vimeo or Youtube and post a link in a forum so classmates can also view your work.

Due March 23

Overview:

- Assignment accommodates knowledge, character and ability target statement.
- Assignment develops competencies in Leadership, Stewardship, Exegesis and Faithfulness.
- Assignment addresses requirements in Outcomes 1,2,3,4,5,7

4. Reflection Journal: You Are What You Love (12 hours)

Length: 7-entries/up to 1 page per entry Assignment (for each entry):

A. For each chapter, select one sentence (or a small group of related sentences) that piqued your interest and/or gripped you in a particular way. Allow your chosen sentence(s) to bring focus to your journal entry.

B. Write out the sentence(s) and reflect thoughtfully: How is Smith challenging you? How is your understanding of topics such as spiritual formation, formative worship practices, cultural "liturgies," historic Christian worship, story/narrative, imagination, and the power of habit being shaped or changed? What questions and challenges do you wrestle with? What are the practical implications for your life and ministry? Do you disagree or struggle with anything Smith proposes?

C. Integrate your own thoughts/reflections/experiences/observations with ideas and insights presented by Smith in the corresponding chapter.

Due April 6

Overview:

- Assignment accommodates knowledge, character and ability target statement.
- Assignment develops competencies in Leadership, Stewardship, Exegesis and Faithfulness.
- Assignment addresses requirements in Outcomes 1,2,3,4,5,6

5. Worship Evaluation and Critique (6 hours)

Length: 6-8 pages Assignment: Students will attend a worship gathering of a church in which the culture/context differs significantly from where they usually attend (i.e. different denomination, style, socioeconomic climate, demographic, ethnicity, etc.). Using the "Checklist for Designing Vital Worship" on page 274-275 of *The Worship Architect*, students will submit an evaluation/critique of the worship service they attended, connecting their experience with what

they have learned from Cherry’s text. Students may also utilize applicable questions found at the following link: <http://knscsb.org/blogs/dmanner/evaluation-questionnaire/>
 Students do not have to answer every question provided, but they must thoroughly address the following areas of evaluation:

- A. Brief introduction to the worship context, including date, time and location.
- B. Outline of the order of the various elements in the service, including song titles, scriptures read, types of prayers offered, etc.
- C. Theological Evaluation: The Content/Story of Worship (consider all types of elements)
- D. Dynamic Evaluation: The Structure/Shape of Worship, Revelation & Response, Vertical Habits, etc.
- E. Evaluation of Prayer & Scripture
- F. Evaluation of Aesthetics/Symbols/Art Forms/Visuals
- G. Evaluation of Leadership and Corporate Participation (consider all types of elements)
- H. Conclusions/Personal reflections on your experience

Note: After writing the introduction and service outline, students have the freedom to structure and organize their critique in a manner that suits their purposes, addressing a variety of questions that connect with the assigned areas of evaluation.

Due April 13

Overview:

- Assignment accommodates knowledge, character and ability target statement.
- Assignment develops competencies in Leadership, Stewardship, Exegesis and Faithfulness.
- Assignment addresses requirements in Outcomes 1,2,3,4,5,

6. Integrative Paper (20 hours)

Students will develop a ministry philosophy paper on worship that integrates materials in the assigned readings (texts, elected book and articles) and class discussions. This paper will articulate the following:

1. The student’s understanding of what worship is and what it is not.
2. The development of a set of core values that will help guide the student’s approach to worship ministry (Note: This is not a discussion about preferred styles of worship, but of unifying values).
3. A proposal of how the student will exercise worship leadership in the envisioned ministry, whether intercultural mission, youth ministry, parish ministry, chaplaincy or as a lay leader in the congregation. This should be developed in light of the student’s understanding of spiritual giftedness, natural and acquired abilities as well as passions.

Grading for this assignment will be calculated with the following criteria:	
1. Clear organization and formulation of ideas.....	10
2. Integration with course materials and proper referencing	17
3. Spelling, grammar and sentence structure.....	5
4. Format/Taylor Guide	3

This paper must demonstrate a high level of familiarity with the materials covered in this course. The 17 points given for “integration with course materials” will be calculated based on the clear

referencing of the lectures, articles, texts and video files. It should be typed, double-spaced, between 11-14 pages in length. The format should follow the *Taylor Guide for Research and Writing*. **Due Friday, April 26**

Overview:

- Assignment accommodates knowledge, character and ability target statement.
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- Assignment addresses requirements in Outcomes 1,2,3,4,5,

Late Penalties

Extensions will only be granted in exceptional circumstances and negotiated well before the deadline. Work turned in after the deadlines will be docked 10% per day. No work will be accepted after the last day of class, April 26.

EVALUATION:

	Percentage Points	Hours of Work	Date Due
Reading Response Questions	12	34	Weekly
Online Forum Discussions	13	12	Weekly
Group Worship Presentation	15	8	March 23
Smith Reflection Journal	15	12	April 6
Worship Evaluation Critique	10	6	April 13
Integrative Paper	35	20	April 26

COURSE OUTLINE/SCHEDULE

Week 1 – January 21-26

Lecture: What is Worship?
 Read: Cherry, chapters 1 – 2; Dyrness, chapter 1
 Article: Michael Goheen: *Nourishing our Missional Identity*

Week 2 – January 28 – February 2

Lecture: Biblical Foundations of Worship
 Read: Cherry, chapters 3 -4 ; Dyrness, chapter 2
 Article: Calvin Institute: *Ten Convictions About Christian Worship*

Week 3 – February 4 – February 9

Lecture: Elements of Corporate Worship: The Word
 Read: Cherry, chapter 5; Dyrness, chapter 3
 Article: Clayton Schmidt: *Restoring Life to Scripture Reading*

Week 4 – February 11 – 16

Lecture: Elements of Corporate Worship: Sacraments
 Read: Cherry, chapters 6 – 7; Dyrness, chapter 4
 Article: Webber: *Eucharist: Transformed by the Presence of God at Table*

Week 5 – February 18 – 23

Lecture: Elements of corporate worship: Benediction and Sending
 Read: Cherry, chapter 8; Dyrness, chapter 5

Article: Clayton Schmidt: *Sent and Gathered*

Week 6 – February 25 – March 2

Lecture: Elements of Corporate Worship: Prayer

Read: Cherry, chapter 9; Dyrness, chapter 6

Article: Paul Bradshaw: *Biblical Roots of Liturgical Prayer*

Week 7 – March 4 – 9

Theme Music and Singing (no powerpoint lecture)

Read: Cherry, chapters 10 – 11

Articles: John Witvliet: *We Are What We Sing*

John Ortberg and Pam Howell: *Can You Engage both Heart and Mind?*

Reformed Church in America: *The Theology and Place of Music in Worship*

Week 8 – March 11 – 16

Lecture: Worship and the Arts

Read: Dyrness, chapter 7

Article: *Where We Worship is Vital, Calgary Professor Says*

Listen: CBC Podcast: *Sacred by Design: Experience a Church Through the Eyes of a Priest-turned-Architect*

Week 9 – March 18 – 23

Theme: The Christian Year (no powerpoint lecture)

Read: Cherry, chapter 12

Article: Howard Vanderwell: *Worshiping with the Christian Year: A Primer*

The Revised Common Lectionary: An Invitation to Practise the Story of Christ

Group Worship Presentation Due

March 25 – 30 Spring Break

Week 10 – April 1 – 6

Lecture: Worship and Culture

Read: Cherry, chapter 13

Articles: Cheryl Bear: *The Smudge Ceremony: Inspiring Faith in Indigenous North Americans*

Lutheran World Federation: *Nairobi Statement on Worship and Culture*

Smith Reflection Journal Due

Week 11 – April 8 – 13

Lecture: Worship as Healing and Formation

Read: Cherry, chapter 14

Article: Robert Webber: *Authentic Worship in a Changing World*

Worship Evaluation Critique Due

Week 12 – April 15 – 26 (note the extra days)

Lecture: Designing and Leading a Worship Service

Read: Cherry, chapter 15

Article: John Witvliet: *Planning and Leading as a Pastoral Task*

Integrative Papers Due

PW 631 Reading Response Questions

Week 1

Cherry chapters 1 & 2

1. When or where have you seen attitudes that we are the initiators of worship instead of God being the initiator?
2. Of the six themes of worship identified by Cherry, which would you say needs greater attention in the worship of your faith community? Why?
3. Choose one statement (and write it out) from chapter one that struck a chord with you. Why is this significant?
4. Which of the ten practical suggestions at the conclusion of chapter two might most easily be incorporated into your church worship practice?

Dyrness chapter 1

1. What would you say is a major cultural influence on how your community of faith worships?
2. How does Dyrness suggest we should seek to express spirituality through the use of religious forms (as a way of keeping religion and spirituality together)?

Effa – What is Worship?



Using the **FlipGrid App**, offer a one minute video response to Effa's lecture, identifying some new concept that he brought out or an idea that sprung from that lecture.

Goheen – Nourishing Missional Identity

Summarize in a paragraph of 125-150 words the main points that Goheen makes in his article.

No Discussion this week

Week 2

Cherry chapters 3 & 4

1. If worship is primarily a dialogue of revelation and response, there should be times when we listen to God and times that we respond or speak back to God. Recall your most recent experience of corporate worship. How did you see this dialogue present or absent?
2. Are all four "load-bearing walls" obviously present in your church's regular corporate worship expression? Is there one that could or should be emphasized with greater intentionality?
3. Craft a word of welcome/greeting to be used at the opening of a worship service that clearly identifies the fact that God initiates our gathering together (not more than one or two sentences).
4. Craft a call to worship (two to four sentences) that could be spoken before the congregation responds with song.

Dyrness chapter 2

1. Dyrness describes the pinnacle of medieval worship as “ocular communion.” What is he referring to?
2. What important role did the *mystery plays* and images of *la pietá* play in medieval worship?
3. With Calvin’s emphasis on the centrality of the preaching of the Word, what were some of the most significant losses to a full experience of worship?

Effa – Biblical Models

Much of biblical worship was a remembering or re-telling of the God story. Think back to your most recent experience of corporate worship. How was the essence of the Gospel re-told in the elements of the service?

Discussion: After reading Calvin Institute’s *Ten Convictions about Christian Worship* pose a discussion question for the rest of the class to consider.

Week 3

Cherry chapter 5

1. Think back to several recent services of corporate worship. Considering Cherry’s list of suggestions for preparation and delivery of the public reading of scripture, what improvements do you think are most needed to make scripture reading more impactful in your context?
2. Describe a scenario in which public scripture reading became a focal act of worship. Why do you think this was so?

Dyrness chapter 3

1. Dyrness offers a rich definition of worship. Which aspect of this definition would you like to see have greater emphasis in your worshiping community? Why?
2. Dyrness describes a variety of spiritual styles of worship that have been culturally embedded in the Protestant tradition. Which of these best describes the style you grew up in or are currently immersed in? What are some of its strengths and deficiencies?
3. Dyrness introduces the concept of “theophany” in this chapter. Using the **Flipgrid App** offer a brief reflection on your experience of theophany in the most recent worship service you attended. Where and when did it occur? (it can be any part of the worship service, even the gathering with the children for the blessing).



Effa

What is one take-away point of knowledge or action from this lecture that you would like to bring into your ministry?

Schmidt

Discussion: Schmidt makes a point that the public reading of Scripture from a Bible conveys a stronger message of the importance of the Bible than does a reading from a paper, bulletin or screen. What do you think Schmidt is saying here? Do you agree or disagree with him? Why?

Week 4

Cherry chapters 6 & 7

1. Using only one word, describe how Communion is offered in your church.
2. If there were one thing you would change about Communion, what would it be? Why?
3. In the congregation where I (Allan) worship, we respond to the Word by giving of ourselves and our offerings. We also sing a hymn expressing our intention to serve in response to the Word and in preparation for the Sending. What are some of the ways your congregation engages in response to the revelation of God's word?

Dyrness chapter 4



1. Using the **Flipgrid App** reflect on your worship tradition in one minute or less. Is there one person of the Trinity that receives the greatest attention or neglect?
2. Write a brief prayer of adoration that separately addresses all three persons of the Trinity.

Effa

1. In what way are all four load-bearing walls also present at the celebration of the Lord's Table?
2. What unique element did 17th century General Baptists in England include in their baptismal rituals?

Webber

Discuss: Webber laments the Reformers' "desupernaturalization" of the Lord's Table, citing the influence of rationalism on our impoverished theology of the sacraments. What are some ways you think we can recover the sense of the mystical and sacred without necessarily embracing trans-substantiation?

Week 5

Cherry chapter 8

1. Write words of sending (one or two sentences) that would be appropriate for a Sunday in which the emphasis of the service has been on the coming and empowering of the Holy Spirit (Pentecost).
2. What do you think is the main difference between a Benediction and a Sending?

Dyrness chapter 5

1. Dyrness identifies three primary contextual issues that keep today's worshipers from entering meaningfully into worship and lead to escape and denial. What are those three and is there one of those three that you struggle with personally?
2. Why does Dyrness say that reciting the creeds is more than a "pedagogical device?" How have you known this to be true?

Schmidt

 **Discuss:** Using the **Flipgrid App** - Schmidt makes a sharp distinction between Dismissal and Sending and the different messages they communicate. Church musicians who understand the four pillars of worship should select a closing song that communicates this theme. What are two or three songs you would *not* choose for the sending and two or three that you think would be appropriate sending songs?

Week 6

Cherry chapter 9

1. What concern does Cherry address regarding the original meaning of the "Amen" in our prayers?
2. What correction does Cherry offer to misunderstandings regarding the purpose of silence in prayers?

Dyrness chapter 6

 Consider the five lessons from the liturgy outlined by Dyrness in light of your worshiping community. Using the **Flipgrid App**, offer a 1 – 2 minute response to the question: Which of these lessons is most emphasized and which is most neglected. Why do you think this is so?

Bradshaw

What are two things you learned from reading this article about the biblical roots of liturgical prayer?

Effa

Compose a Collect (using the steps outlined) for one of the following:

1. a prayer at a 50th wedding anniversary celebration

2. the opening of a Church Council Meeting
3. before class begins at a course at Taylor

Discuss: Cherry laments the decline of public prayer in corporate worship today and echoes Stan Grenz's alarm that we are becoming a "prayerless church." Do you think this is so, and, if so, what cultural forces do you think are pushing us in this direction?

Week 7

Cherry chapters 10 - 11

1. How does Cherry differentiate between a Hymn and a Gospel Song?
2. What special contribution does Taizé add to our worship?
3. Can you give an example of a Global Song that you have sung at your church or at Taylor?
4. Cherry offers a description of the work of a pastoral musician. Are there any items on this list that you could never envision yourself performing? Explain.

Witvliet

1. What are the three mechanisms by which music and singing nourish our souls?
2. Of the four sins or Religious Aesthetics identified by Burch, which are you most prone toward? Why do you think so?

Ortberg and Howell

Explain the difference between Scarecrow Worship and Tin Man Worship. If you had to choose one of these as a more common problem in your congregation, which would it be?

Reformed Church

Of the suggested guidelines for evaluating and nurturing congregational singing, which two or three do you think need greatest consideration in your faith community?

Discuss: Many observers have noted a decline in congregational singing in recent years; worshipers in many Canadian churches either sing half-heartedly or not at all. What cultural or stylistic factors do you think are behind this decline? (Or, if you do not think this is true, state why).

Week 8

Dyrness chapter 7

1. How does Dyrness explain the link between symbols and spiritual formation?
2. Select one quote from the section on five steps for renewing worship and reflect on why this is significant to you and your context.
3. Plato's three transcendentals are Truth, Goodness and Beauty. In Christian Worship



beauty can be a means toward cultivating goodness and learning truth. **Using the Flipgrid app** comment in 2 – 3 minutes on the importance and evidences of beauty in your faith community's expression of worship.

Where We Worship Article and CBC Podcast

After reading the short article about Bill McAlpine and listening to the CBC podcast, craft a 175 – 225 word paragraph on the importance of sacred space and how the use of space communicates.

Effa

1. Explain the diagram by Bill and Dee Brehm as it is introduced in Effa's lecture.
2. Why did some of the Reformers have so much suspicion of the role of arts in worship?

Discuss: How much does physical space play a role in how we engage in corporate worship? If you meet in a coffee shop and worship while sitting on comfy couches and sipping a latte, how does that inform your approach to worship? If a church meets for worship in a movie theatre, how does the physical space impact (help or hinder) the act of worship?

Week 9

Cherry chapter 12

1. Cherry tells us that the main seasons of the Christian year were established by the 4th century. How many of these seasons are celebrated or remembered in your faith community?
2. Name two or three ways the observance of the Christian year communicates Christian doctrine.
3. How is the Christian celebration of the twelve days of Christmas different from the ways secular people think of Christmas?

Vanderwell

1. In my faith community we are all asked to wear something "red" on Pentecost Sunday and we have dozens of candles lit near the front, to depict the tongues of fire. What is one creative way you have celebrated Pentecost?
2. What is one significant idea that you take away from reading Vanderwell's article?

Discuss After learning about the Revised Common Lectionary, what do you think are some of the advantages and well as disadvantages of conforming one's preaching schedule to this three year plan?

Week 10

Cherry chapter 13

1. Cherry offers an important critique of our fascination with style over substance when it comes to worship today. Offer a one paragraph summary of her concerns.
2. What important finding does Cherry present regarding the relationship of musical style and church growth?
3. Cherry introduces four questions that congregations should *not* ask themselves about styles. Why are these problematic?

Effa

Effa introduces the topic of worship and culture as a dialectic. Of the final points made (last slide), which one did you find most intriguing? Why?

Cheryl Bear

Summarize the main arguments Bear uses to make a case for the use of smudging in Christian worship. How do you respond to this?

Nairobi Statement

1. What are the four main ways worship and culture are to find expression?
2. What is one way in which worship has a countercultural expression in your faith community?

 **Using the flip grid app** share in 3 minutes or less the impact that Jamie Smith's book has had on your understanding of worship as a lifestyle.

Discuss Some churches have sought to avoid the struggles over musical styles by having two separate services, one "traditional" and one "contemporary." While such divisions may keep the peace, what kinds of theological and ecclesiological concerns arise when these kinds of distinctions are created?

Week 11

Cherry chapter 14

1. Explain as best you are able the difference between the convergence model and the blended worship style.
2. How did you find yourself responding to Cherry's list of things that contemporary worshipers and ancient saints share in common?

Webber

1. Webber wrote this future casting article in 2000. As we look back almost twenty years since, what are some things that have proven to be true and some that have not materialized?
2. In what sense should all worship be "contemporary?"

Effa

1. Effa suggests 10 different ways that corporate worship can mediate healing. Reflect on an occasion in which you experienced deep healing in the context of corporate worship.
2. Reflect on the power of corporate prayer to shape our view and approach to the world and its problems.

Discuss Introduce a scenario of sorrow (describing the occasion for your prayer) and then compose and share a brief (250 – 400 words) prayer of lament that helps articulate pain, disappointment, sorrow and loss. It can be a lament over a miscarriage, a cancer diagnosis, an environmental catastrophe, a humanitarian crisis, etc.

Week 12

Cherry chapter 15

1. Considering your congregational context and ethos, what are some ways besides singing that you could see participation enhanced in corporate worship?
2. Reflect on an occasion in corporate worship in which you were invited into a particular physical posture or action. How did that change the way you participated?

Witvliet

1. List the four self-images of worship leaders cited in the article.
2. Which image does Witvliet believe is better than any of these four, and why?
3. Were you surprised when Witvliet included “a spirit of joy” as one of the necessary profiles of a worship pastoral leader? Why do you think he singled this out?

Effa

Effa’s lecture suggests a number of ideas of how to go about planning and leading a worship service. He raises two concerns (raised by Allen Ross) about services that revolve around lengthy sermons. Do you think his critique is valid?

Discuss In light of what we have learned this semester, dissect the following statement: *The lack of worship is a symptom; the lack of true worshipers is the root of the problem (Allen and Borrer).*



Using the flip grid app one final time, tell your classmates in 3 minutes or less how this course has changed your thinking and practice of Christian Worship. Feel free to use ideas from your Integration Paper.

FINAL REMARKS:

Research Language.

You should employ acceptable research language for your paper which is not too informal yet reads inclusively. Avoid the use of gender specific language (e.g., Do not refer to “man” generically or to “mankind,” “men,” “he”; rather use “humankind,” “humanity,” “person,” etc.)

Plagiarism.

Academic honesty and integrity is essential to the academic enterprise and the Seminary community. All written work submitted *must* be your own. *Guidelines for Research Writing* defines plagiarism as the failure to give credit where credit is due: “To plagiarize is to give the impression that you have written something original which in fact you have borrowed from another without acknowledging that other person’s work” (*Guidelines for Research Writing*, 2003, Rev 1.2; p. 11). If you borrow ideas or distinctive phrases, or include direct quotations in your written assignments, you must acknowledge your source(s) properly by in-text citation or footnote. It is also wrong to copy another person’s work or to submit an assignment previously handed in for credit in another course. **Students guilty of plagiarism may receive a grade of zero for the assignment and may be brought to the attention of the Seminary’s Academic Committee.**

Course Withdrawal Policy

After the period for which tuition refunds are available, a “W” will be placed on the transcript of a student who withdraws from any course. Beyond those dates, an “F” will be recorded on the student’s transcript.

Formatting.

All studies and papers should be typed and formatted according to the Society of Biblical Literature writing style as outlined in the Seminary’s *Guidelines for Research Writing in Religion & Theology (SBL)*. For the full stylesheet, please refer to Patrick H. Alexander, et al., ed., *The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies* (Grand Rapids: Hendrickson, 2014) which is in Reading Room.