

**WORSHIP ACROSS THE GENERATIONS  
MS 2EO3**

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Location:  
McMaster Divinity College

Term: Winter 2010 (Term 2)  
Time: 4 Saturdays (3 units)  
9:00 a.m. – 4:00 p.m.  
Saturday, January 16  
Saturday, February 13  
Saturday, February 27  
Saturday, March 13

**Course Description:**

One of the challenging issues in the church today is how to develop meaningful services of worship that span the generations they represent. This class focuses on issues of intergenerational worship, including not only the role of music in worship, but many other aspects of the corporate worship environment as well. It looks at what people from all generations might expect or hope for in a meaningful time of corporate worship and explores questions of what that might look like in our own churches, both now and in the future. It provides opportunity to explore some of the differences represented by various generations of immigrant cultures. It is designed for current and future pastors and church leaders, music/worship leaders, members of worship teams, and any and all interested lay people.

**NOTE: In order to make the best use of the first day of class, the first portion of one assignment must be prepared in advance of the first class. Please read below for instructions.**

Through required reading and reading assessments, lectures, interviews, class discussions, and the completion of assignments, the student should fulfill the following course objectives:

**Knowing**

- to develop an understanding of the complexities of intergenerational worship.
- to understand the need for meaningful worship for participants of all ages.

**Being**

- to appreciate the range of generations and expressions of worship represented in our own services of worship.
- to be transformed by our intentional interactions with one another in worship, whether that be children, teens, young adults, middle adults, and on up to the elderly.

**Doing**

- to be able to see and hear those of generations other than our own.
- to develop skills to assess, plan and build towards excellent intergenerational worship.
- to learn adaptive skills and techniques necessary for creatively designing intergenerational worship.
- to interact with people from each generational group to listen to their perspectives on intergenerational worship and the needs of their particular group
- to explore avenues for meaningfully involving worshipers of all ages in your own church

**Students Who Audit this Class:** Students who audit this class will be expected to prepare for each class in the same way as a for-credit student would, to participate fully in all in-class activities and discussions, and to purchase and read the required textbooks.

**Course Requirements and Assessments:**

This is a graduate-level course in Christian Ministry, and it is assumed that students will perform as graduate students to facilitate learning and will be expected to do suitable academic work outside of the classroom. Successful completion of this class *for credit* requires each of the following assignments to be attempted. Failure to make a valid attempt to complete each of these requirements may constitute grounds for failure of the course.

**1. 30%—Participation.**

Students are expected to participate fully in all classes and in appropriate ways. This includes coming to each class prepared for the day's assignments, presentations and/or discussions. **Participation in this class includes the results of interviews that you conduct with a minimum of three people in preparation for each group being discussed (please note that some of these are to be done in advance of the first class). Please submit a one to two-page summary for each group at the beginning of each class. Point-form is sufficient. The categories will follow the schedule of the class.**

Interviews in general should cover the following questions:

**1. What do you appreciate most about your church worship space? What do you find the most problematic about your church worship space?**

**2. What part of your worship service or liturgy do you find meaningful and why? (Example: greeting, confession, scripture reading, pastoral prayer, communion / Lord's Table / Eucharist, pastoral message, special music, singing, instrumental music, liturgical dance, etc.) Is there some part of the service that does not resonate with you at all?**

3. Can you remember a particular corporate worship experience that moved you spiritually? If so, could you briefly describe it?

4. What worship song or hymn is the most spiritually meaningful to you and why?

5. How would you briefly describe or summarize what your church service “looks like” to someone who might be interested in coming?

6. If someone were to pray for people of your age, what should they include in that prayer? What are some common issues, struggles, concerns, joys or dreams among your peers?

7. What are the meaningful things for people of your own age group that are most lacking in your experience of corporate worship?

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**2. 20%—Book Response A.**

For **Book Response A**, read both of the following books, and briefly respond to the ideas presented there and how any might be relevant in your own ministry or church leadership (**1500 words**):

Carroll, Jackson W., and Wade Clark Roof, *Bridging Divided Worlds: Generational Cultures in Congregations* (San Francisco: Jossey-Bass, 2002).

McIntosh, Gary L., *One Church, Four Generations: Understanding and Reaching All Ages in Your Church* (Grand Rapids: Baker Books, 2002).

**Book Response A Due: February 6, 2010.**

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**3. 20%—Book Response B.**

For **Book Response B**, read both of the following books, briefly assess the ideas presented and respond with your own insights into how ideas from either book might influence the (or your own) church of today and tomorrow (**1500 words**):

McClaren, Brian D., *A Generous Orthodoxy* (Grand Rapids, MI: Zondervan, 2004).

Sweet, Leonard (ed.), *The Church in Emerging Culture: Five Perspectives* (Grand Rapids, MI: Zondervan, 2003).

**Book Response B Due: February 27, 2010.**

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**4. 30%—Church Assessment and Potential for Intergenerational Worship Project.** Choose a church (your own or another) with which you are quite familiar. Do a SWOT analysis of worship in this church from the perspective of intergenerational worship. Under these four categories, make your observations: 1. Strengths; 2. Weaknesses; 3. Opportunities; 4. Threats (or Temptations). This part of the analysis may be done in point form. Then from your observations and assessments, determine and discuss at least five (5) specific ways that it might be possible to be more intergenerational in this worship service or overall church context. Describe how you think this might work or what it could look like in this particular church. This project should contribute to your own development of the skills necessary for effecting positive and meaningful changes in worship that would contribute to a vibrant future for your church, and engage worshipers of each generation.

**(3000 words)**

**Assessment Paper Due: Friday, April 9, 2010**

Students are expected to know how to research and write papers. Content, clear thinking and depth of analysis and research are crucial; clarity and consistency of presentation are also very important and will influence the final mark. Students are to follow the MacDiv Style Guide in the presentation of their work. Please avoid unnecessary extra fonts and varied font sizes. Present the paper stapled in the upper left-hand corner and do not include plastic covers. You must include your name on your paper. Late papers are decreased by half a mark each day or portion of a day that they are late.

### **Course Textbooks**

Students are required to possess the four textbooks:

Carroll, Jackson W., and Wade Clark Roof, ***Bridging Divided Worlds: Generational Cultures in Congregations*** (San Francisco: Jossey-Bass, 2002).

McClaren, Brian D., ***A Generous Orthodoxy*** (Grand Rapids, MI: Zondervan, 2004).

McIntosh, Gary L., ***One Church, Four Generations: Understanding and Reaching All Ages in Your Church*** (Grand Rapids: Baker Books, 2002).

Sweet, Leonard (ed.), ***The Church in Emerging Culture: Five Perspectives*** (Grand Rapids, MI: Zondervan, 2003).

Students are encouraged to purchase their textbooks from the Divinity College's book service, READ On Books, Room 218, McMaster Divinity College. Bernice Quek goes to great lengths to provide these books at reasonable prices as a

service to the Divinity College, and students that enroll in a class but purchase their books elsewhere make reasonable planning difficult. Texts will be available to purchase on the first day of class at the class location, and are available for advance purchase at READ On Books, 304 The East Mall, Suite 100, Etobicoke, ON M9C 5K1; phone 416-622-0655 ext. 308; fax 416-622-2308; e-mail: books@readon.ca.

Students are encouraged to read other materials according to their interests and needs.

### **Course Schedule**

This is a reasonable yet tentative outline of the class days. The professor reserves the right to change the content of lectures and topics.

***This Class will begin on Saturday, January 16, 2010.***

#### **1. Week 1: Saturday, January 16**

Introduction to "Worship across the Generations."  
Discussion of class assignments and class format.

##### **BUILDERS**

Depression Generation (before 1925) ages 85+  
**One-page Interview Summary due at beginning of class.**

##### **BUILDERS**

Silents (1926-1939) 71-84  
**One-page Interview Summary due at beginning of class.**

#### **2. Week 2: Saturday, February 6, 2010**

##### **BUILDERS**

War Babies (1940-1945) 65-70  
**One-page Interview Summary due at beginning of class.**

##### **BOOMERS**

Leading Edge (1946-1954) 56-64  
**One-page Interview Summary due at beginning of class.**

##### **BOOMERS**

Trailing Edge (1955-1964) 46-55  
**One-page Interview Summary due at beginning of class.**

**Book Response A due.**

#### **3. Week 3: Saturday, February 27, 2010**

##### **BUSTERS**

Bust (1965-1976) 34-45

**One-page Interview Summary due at beginning of class.**

BUSTERS

Boomlet (1977-1983) 27-33

**One-page Interview Summary due at beginning of class.**

BRIDGERS

Gen Ys (1984-1993) 17-26

**One-page Interview Summary due at beginning of class.**

BRIDGERS

(1994-1998) 12-16

**One-page Interview Summary due at beginning of class.**

**Book Response B due.**

**4. Week 4: Saturday, March 13, 2010**

BRIDGERS

Millennials (1999-200X) 0-11

**One-page Interview Summary due at beginning of class.**

Bringing It All Together

**Two one-page Interview Summaries of at least 3 Pastors and 3 Music/Worship Leaders due at beginning of class. Details of this interview will be determined in a previous class.**

**Friday, April 9**

**Church Assessment Due.**

**3000 word essay due.**

### **Classroom Behavior**

The following guidelines are presented to encourage all students to participate together in this course, and should be kept in mind at all times.

1. Respect the opinions of others, even if you do not agree with them. Extend courtesy by not ridiculing others' ideas, but feel free to respond to them logically and critically and in an orderly manner.
2. Be on time to class.
3. Stay for the entire class session, unless arranged in advance.
4. Food and drink is not an issue unless it is distracting to others (unless food and drink is not allowed according to the church rules, in which case, the church policy takes precedence). Clean up after.
5. Focus on the class topic during classroom hours.

6. Keep conversations to the subject at hand, including appropriate times and ways.

7. Laptops may be used for class-related note-taking, etc. Games, email, web-based activities, cellphones, etc., are not appropriate.

Students who fail to respect these guidelines will be dismissed from the class, with all of the consequences implied.

**\*\* Statement on Academic Honesty**

Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College.

Students are responsible for understanding what constitutes academic dishonesty. Please refer to the Divinity College Statement on Academic Honesty ~ [www.madciv.ca/regs/honesty.php](http://www.madciv.ca/regs/honesty.php).

**Gender Inclusive Language**

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all of its publications. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected. The NRSV and TNIV are examples of the use of inclusive language for human beings. It is expected that inclusive language will be used in chapel services and all MDC assignments.

**Please Note: This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class.**