

1-1-2003

## WO 510 Worship Leadership in the Church

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### Recommended Citation

Torgerson, Mark A., "WO 510 Worship Leadership in the Church" (2003). *Syllabi*. Book 2046.  
<http://place.asburyseminary.edu/syllabi/2046>

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Name:

Abstract:

Keywords:

Category:

WO510 Worship Leadership in the Church

Summer 2003

Professor Mark A. Torgerson

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WELCOME

Welcome to WO510 Ex1! I am looking forward to teaching this course during the semester. We will have an opportunity to study the history, theology, and practice of Christian worship together. It will be our goal to draw all of our work together into a coherent way of understanding, proclaiming, and experiencing the Gospel of Jesus Christ within the context of where we and our people live and work.

About Me: This is my first time to teach this ExL course in worship at Asbury Theological Seminary. I teach worship at Judson College, Elgin, Illinois, and Northern Baptist Theological Seminary, Lombard, Illinois. I have a Ph.D. in theology from the University of Notre Dame in the area of liturgical studies. My dissertation director was Dr. James F. White, a United Methodist liturgical historian. I examined the relationship between worship and architecture in my dissertation, examining the church design work of Lutheran architect, Edward A. Sovik. I am an ordained minister in the Evangelical Covenant Church and have served in pastoral ministry in churches in Wisconsin and Connecticut. I am also a painter, primarily painting in acrylic, producing two-dimensional works that can be used in worship events. I have experienced Christian worship events on four continents and look forward to our sharing in the exploration of the diversity of expressions which God's people have developed throughout the ages.

Contacting the Professor and Office Hours

Email: Please post general questions to me in the discussion center of our course center. When you need to send personal emails to me by clicking on the "Office" icon in the WO510X-MT folder. I am the only one who will view these materials. Note: If you have an urgent matter (for example, an emergency situation), please flag your email with the word "Urgent" in the subject line.

Telephone: 847.628.1068 (work) or 630.540.1828 (home)

Mailing address: 41 West Greenmeadows Blvd., Streamwood, Illinois, 60107-1130 (necessary for returning some assignments)

Office hours: I will be checking in on the class sometime on each Monday, Wednesday, and Friday. I will respond to correspondence in the order in which it was received. In reviewing the discussions in our class, I will read all of the entries which are posted, but I will not respond to all postings. I will

however be sure to respond to all of you each week. We can also arrange times to chat or to speak via telephone by special appointment. Just let me know if you would like to set that up and when you might be available for questions and/or conversation.

## COURSE OVERVIEW

### Course Description

This course lays the foundation for the ministry of the whole congregation in corporate worship. Biblical, theological, historical, and practical foci are brought to bear on the elements of prayer, music and song, Scripture and proclamation, and sacramental celebrations, in terms of the design of services, the keeping of time, and worship space. Attention is given to interpreting, planning, and presiding at the church's principal worship services, and weddings and funerals. We will begin by examining large worship issues: the biblical roots of Christian worship, developing a vocabulary for assessing worship, different orders for worship services, and achieving "fullness" in worship. Once these issues have established our foundation for worship studies, we will look at specific issues for planning worship services and performing worship leadership: time and remembrance, space, music, prayer, the Lord's Supper, baptism and initiation, and special services such as weddings and funerals.

### Course Expectations

What you can expect of me:

1. Prompt replies to questions and postings on the days I am in the "classroom."
2. Interaction, participation, and direction in the ongoing discussions that will occur over the course of the semester.
3. Timely feedback and assessment on assignments.
4. Occasional mistakes as I learn this mode of teaching and interact with the class.
5. My energy and excitement as we engage in studying and learning the material at hand.

What I expect of you:

1. Participation in online discussions, in the Discussion Center, in your Team Folder, and in our online chats.
2. On time completion of assignments.
3. Your honest questions when you don't understand the material or the instructions.
4. Your patience as we work together in this medium.
5. Your willingness to engage in material that you may find stretching and challenging.

What I expect us to get personally from the class:

1. A new and/or different and/or expanded understanding of Christian worship.
2. The ability to articulate clearly and constructively state our own theology of worship.
3. Acquisition of skills in designing, leading, and assessing worship events.
4. Growth in the appreciation of the wide diversity of Christian worship expressions.
5. Knowledge of where you fall in relation to others within the larger spectrum of worship in the Church.

## WHAT YOU NEED FOR THIS CLASS

### Required Course Texts

--Edited, *Authentic Worship in a Changing Culture* (Grand Rapids: CRC Publications, 1997; ISBN 1-56212-257-6).

--Thomas G. Long, *Beyond the Worship Wars: Building Vital and Faithful Worship* (The Alban Institute, 2001; ISBN 1-56699-240-0).

--Timothy J. Mulder, *So You've Been Asked To Lead in Prayer* (Grand Rapids: CRC Publications, 1996.)

--Robert Webber, *Planning Blended Worship: The Creative Mixture of Old & New* (Nashville: Abingdon Press, 1998; ISBN 0-687-03223-7).

--James F. White, *A Brief History of Christian Worship* (Nashville: Abingdon Press, 1993; ISBN 0-687-03414-0).

--John D. Witvliet, *So You've Been Asked To Plan a Worship Service* (Grand Rapids: CRC Publications, 1999; ISBN 1-56212-393-9).

--John D. Witvliet, *So You've Been Asked To Lead a Worship Service* (Grand Rapids: CRC Publications, 1999; ISBN 1-52212-392-0).

All are available from the Asbury Cokesbury bookstore. Contact them at [exlbooks@asburyseminary.edu](mailto:exlbooks@asburyseminary.edu) or (toll free) 866-855-8252.

Note! Note! Note! Note! You will also need to purchase, if you don't already have them, your denomination's worship book (or book with services) and official hymnal.

--For United Methodists, this is the *United Methodist Hymnal* (Nashville: The United Methodist Publishing House, 1989) and the *United Methodist Book of Worship* (Nashville: The United Methodist Publishing House, 1992; ISBN 0-687-03572-4).

--For Free Methodists, this is the *Pastor's Handbook* and your current hymnal.

--For Nazarenes, this is the latest edition of the *Manual* and your current hymnal.

--For Wesleyans, this is the latest edition of *The Discipline of The Wesleyan Church* and your current hymnal.

If you have any questions about your denomination's worship book and official hymnal, please contact your denominational officials and/or denominational publishing house. If you still need help, please contact me (click on the "to Office" icon in the class folder).

You will also read some additional articles and essays for each module. These will be found on the CDs which have been (or will be) distributed to you by the seminary (see description below).

Supplemental materials on a set of three CDs

Dr. Lester Ruth is a professor of worship at Asbury Theological Seminary. The course we are pursuing has been designed by him. Professor Ruth has

assembled some excellent supplemental materials for our explorations together. These materials have been gathered onto a set of three compact discs that will be sent to each registered student. The CDs are the property of Asbury Theological Seminary and will need to be returned to the school at the end of the semester.

Every week you will be asked to look at and listen to material on the resource CDs sent to you. On these CDs you will find items such as:

- short video clips of different worship services with written guides to tell you what to look for;
- short video clips of Prof. Lester Ruth lecturing;
- longer video clips of Prof. Lester Ruth showing how to do baptisms, Communion, weddings, and funerals;
- additional Powerpoint presentations giving you more data to chew on and think about;
- songs to listen to with written guides to tell you what to listen for;
- some additional reading as noted above.

This material has been compiled and organized in modules (except for the longer video clips about how to do the special services). The material provides the raw data for our online discussions and, therefore should be reviewed/read/listened to before I post the module assignment every Wednesday morning. (I'll talk more about our weekly rhythm below.)

I'll send out a notice every Wednesday morning telling you what you need to look or listen to that week. In the meantime, as soon as you get the CDs, look at the video clip with written guide in Module 1. We will hit the ground running, discussing that Module 1 data beginning Monday, June 2nd, 2003.

You will need to return all CDs at the end of the semester by September 1st, 2003.

#### Additional materials

A video tape recorder.

--You will need it to record yourself performing a practice celebration of baptism, Communion, wedding and funeral.

--It would also be useful (but not strictly necessary) for your large semester project. (I will explain the project in more detail below when I talk about assignments and grading.) A tripod is very useful, too, when videotaping something as long as a worship service.

Video duplicating equipment. This is so you can duplicate the videotapes you make of yourself doing the practice services. Duplicate tapes will be sent to members of your team (a small group of classmates) and to the professor.

People, furnishings, and the space to perform a practice baptism, Communion, wedding, and funeral.

If you can videotape a church's worship service for your large semester project, you will need a church which is willing to let you do so. Do not videotape your own church service. Examine a church that is different than your own. Do not be hesitant to cross ethnic and racial lines. If you need suggestions, please let me know. Send me an email by clicking on the "to Office" icon. Once you make a selection of the church you will evaluate, send

me a note stating your intention. I will want to approve your choice before you begin examining a church's worship celebration for this large semester project.

#### ASSIGNMENTS AND GRADING

Here's what you do for your grade (aka the assignments)

Weekly participation in the online discussions: during each module week, which runs from Monday 9:00 a.m. to Monday 8:59 a.m. (Central Time), you will need to post one substantial response to my initial question/assignment for that module and one substantial response to a class mate's posting for that module in the discussion center. You must post your initial response to my question/assignment by Wednesday 5:00 p.m. (Central Time). Watch the discussion as it unfolds and then jump in again at some point. Postings should be at least 50 words in length. Substantial responses will demonstrate some critical reflection and content in relation to the question or posting being addressed. Two postings per module is just the minimum requirement to fulfill this part of the course. Additional postings are welcome and encouraged.

#### A Word about On-line Etiquette

A crucial element of this course is the dialogue that we enter into with each other. All discussions are to be in the vein of encouragement, gentleness, patience, persistence, and hope. This does not mean that we will not challenge, confront, or question each other. It does mean that these things will be undertaken for the purpose of growth and stimulation to think and understand the subject at hand more deeply and more intimately.

#### Two examinations

--The first test will be distributed online by email post on Friday, June 20th, and must be returned to me by 12 midnight (Central Time) on Friday, June 27th, sending it by email to the W0510MT Office. It will be a comprehensive, thorough test on these books: Authentic Worship in a Changing Culture, Webber's Planning Blended Worship and Long's Beyond the Worship Wars.

--The second test will be distributed online on Friday, August 8th, and must be returned to me by 12 midnight (Central Time) on Friday, August 15th, sending it by email to the W0510MT Office. It will be a similar test on these books: White's A Brief History of Christian Worship, a section from Bridge and Phyper's The Water That Divides (in the course center), Wesley's passages on baptismal regeneration (on CD, module 12), Ted Campbell's essay on Wesley on baptism and conversion (on CD, module 12), and the essay by Daniel Benedict (on CD, module 12).

Note! Note! Note! Note! You can study as long as you would like but, once you start to take the tests, they are closed book. Do not look at a test before you start to take it. Give yourself 2 1/2 hours maximum to take each test.

A large semester project in which you evaluate a church's worship service, integrating and synthesizing everything covered in the class: The project will have three parts: 1) what did you see?; 2) how would you evaluate the service?; and 3) if you were the pastor or worship leader, what would you keep or change about the worship service and why? More information will be given below. This will be due by midnight on Thursday, August 28th (Central Time), sending it by email to the W0510MT Office.

Development of a worship service, appropriate for a particular congregation in a specific cultural context of your choosing, using Webber's four-fold order of worship: This will be due by 12 midnight on Wednesday, July 2nd (Central Time). Post your worship service within your team folder by that time and date. Once distributed within your team folder, you will need to comment on the services distributed by your group members. This will be done as part of a weekly module.

Adaptation of a special service called the Easter Vigil (it's one of the golden treasures from the early centuries of the Church and used to be the main service of the whole year) for a particular congregational setting of your choosing: What you will need to produce is an outline of the Vigil with a very brief commentary on how the service would be done in the congregational setting you have chosen. This will be due by 12 midnight on Wednesday, July 16th (Central Time). Post this assignment with your team folder. Once distributed within your team folder, you will need to comment on the services distributed by your group members.

Videotape yourself performing baptisms (both a child and an adult), Communion, a wedding, and a funeral, mailing copies to your team members, and then commenting on them within your team folder: You will shoot two tapes, one early in the semester and one later in the semester. The first tape should show you performing both baptisms and a funeral. You should mail this first tape to me (and only me, to the mailing address noted at the beginning of the syllabus), by Wednesday, June 25th, using Priority (2-day) mail. After receiving my feedback on this first tape, shoot a second tape of yourself performing a Communion service and a wedding. You should have finished shooting and duplicating the videotape so that you can mail it to your team members and the professor by Monday, July 28th (again, using Priority (2-day) mail for my copy). Team members should watch and comment on the other tapes within your team folder by Monday, August 11th. In the course center look at the document describing common lapses made in performing these services. Of particular importance, is what I call the "sound down" test. If you turned the sound all the way down, could someone tell when you are praying, when you are addressing the congregation, and whether your presiding is full of grace? Your tapes will be kept by the parties who receive them, unless you state that you want your tape returned and include a self-addressed, stamped, return mailer with each videotape.

I know that this seems like a lot of work and hard work at that. It is. I do not deny that much is being asked of each of you. But let me tell you why I am requiring these assignments. It is because worship is so important. Worship is the church's lifeblood. I do not believe that you will do anything more important as a pastor or worship leader or as a Christian. Let us rise to the challenge and privilege of equipping ourselves to lead God's people in worship that truly honors Him and edifies His people. I'm requiring so much work because this may be the only chance you ever have to systematically reflect on this topic with the help of others as committed to it as you. (Plus it is a complex topic, too.)

Here's how I will allocate grades and assess work

Weekly participation in the online discussions with the Discussion Center and your team folder: 20% of your grade; I will be looking not for the amount of interaction but for insightfulness, inquisitiveness, and the ability to bring readings and other material to the table; I'm looking for more than you

offering casual remarks of support or disagreement; I keep track of the following: have you posted the minimum 2 postings per assignment? how many total postings did you make per module? how many were truly insightful, significant postings? how well did you respond when questions were posed to you by the professor or other students? did your postings show evidence of interacting with the readings and CD materials? A passing grade on this part of the course is not automatic.

Two examinations: each 20% of your grade making 40% cumulative of your semester grade; I'll be looking for correct answers, based on the books;

Large semester project: 40% of your grade; see below for more details about what I'll be looking for;

Development of a worship service: no actual grade given; failure to complete the assignment and comment on the other services from your other team members will result in the loss of a letter grade for your final semester grade; I'll be looking for your ability to take the ancient four-fold order of worship and make choices/adaptations appropriate for a particular time in the year and for a particular group of people.

Adaptation of the Easter Vigil: no actual grade given; failure to complete the assignment and comment on the other services within your team will result in the loss of a letter grade for your final semester grade; I'll be looking for your ability to take this service and plan it in a way that is true to the service and appropriate for a particular group of people within a specific cultural context.

Videotaping yourself doing baptism, Communion, a wedding, and a funeral: no actual grade given; failure to complete the assignment and comment on the tapes within your team will result in the loss of a letter grade for your final semester grade; I'll be looking for your performance of these services in a way which is gracious and graceful and which is true to your worship tradition and to yourself as a worship leader.

Here's what the letter grades mean

See page 28 in the 2001-2003, Asbury Theological Seminary catalog.

A = exceptional (notice the word) work. Thus this will be an exceptional grade.

B = good (notice the word) work. Good is good. Sleep soundly with this grade.

C = acceptable work.

D = marginal work.

+ and - will also be given, e.g., a B+ is a possible grade.

What the grades will mean in the grand scheme of things: not all that much. I am much more interested in the increase of your wisdom than in you racking up a particular grade. The real test of what you gain in this class will be seen in 5 years when you are leading worship someplace. I won't be able to test the quality of your work then (and thus I must give you a grade now) but God can. Take advantage of this course to its fullest given your current life situation, regardless of what your final grade ends up being, in order to show yourself an approved worker down the road.

Incompletes: Since so many of us are over-worked and under constant time crunches, let me alert you to the school's policy on incompletes. The catalog reads: "A grade of 'I' denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment. If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted an 'F'." (see p.29 of the Asbury Theological Seminary catalog)

More information on the large semester project

Goals: to give you a chance to integrate everything you have learned, read, and discussed by thoroughly evaluating a single worship service of a church other than your own; to sharpen your skills at pastorally evaluating a church's worship; and to give you a chance to pretend to be the pastor or worship leader, choosing what to maintain as a strength already and where you would try to strengthen its worship.

Choosing a church: pick a church other than your own and one beyond your normal experience. Try to choose one where you can visit its main worship service. I must approve all choices. Contact me by clicking "to Office" icon.

When to choose it: I wouldn't wait long. You will want to give yourself time to really chew on what you experienced there. Here's the optimal plan: choose a church early in the semester, videotape its service early, have this service in the back of your mind as you work with the data all semester long, occasionally watch the videotape so the service remains fresh, and then write a wham-bang project in May.

The parts of the project: 1) what did you see?; 2) how would you evaluate it?; and 3) if you were the pastor or worship leader, what would you keep or change about the worship service and why?

Videotaping the service?: While videotaping the service is not strictly necessary, it would be very useful. It will enable you to view the service several times to get the most accurate "read" of it. If you can't videotape a service, then take very good written notes during the service. You cannot use a service from TV unless you were actually at that service, too. You cannot get the full experience just from a TV telecast.

The grid to apply: You are responsible for this as you will be when you are a pastor or worship leader someplace. I'm not going to tell you how to do it. Take this as your opportunity to shine by showing how you have digested everything in the course, integrating and synthesizing it into a usable way of evaluating worship. The development of a great evaluative grid is a large part of what I'm looking for in the project. I will also be looking for thoroughness and insightfulness in your project. For example, a project that does not comment on the worship space would be deficient in thoroughness and, for example, a project that limits its evaluation criteria to "it really moved me" will likewise be deficient.

The length of the project: no more than 30 pages double spaced.

Formatting: submit as an email attachment sent to the W0510 Office (click on the "to Office" icon in the W0510X-MT folder) by midnight on Thursday, May 23. Use a 12 point type, Times New Roman. Put any notes as footnotes. Use of proper grammar is essential (and will be used for establishing a grade). For

questions of citations, see Carole Slade, *Form & Style*, 11th edition, or Kate Turabian, *A Manual for Writers*. When sending me an attachment, save your document as a Rich Text Format file (.rtf). If you have trouble saving your document in the correct form, please contact ExL support (see references below). Please print your last name and the document title (for example, "paper," "evaluation," "test") as the name of the document. When you send the document via First Class to me (to the "office"), include your last name and document title in the subject line of the message too. By titling your work in this way you will help me to keep the mail I receive organized in a helpful way.

For examples: two examples of strong projects by former students are available for viewing in the course center (look for 03 examples of final projects).

More information on videotaping yourself

The assignment: videotape yourself performing a baptism, doing the Lord's Supper, performing a wedding, and doing a funeral according to the services in your denomination's resources or in a way that is appropriate for your tradition. Remember that you will produce two videos: the first (baptism and funeral) sent only to the professor and the second (Communion and a wedding) sent to the professor and everyone in your team.

The baptism: must include both an infant and an adult.

First watch the video of Prof. Ruth giving instructions on how to do these services (sent to you with the set of 3 CDs).

The grid for evaluating: does your leadership show graciousness and is graceful? See the document in the course center on common lapses. Don't forget about the "sound down" test. (See above.)

No sermons are required in any of the services although they will be in real life.

The covenant among ourselves: doing stuff like this is awfully intimidating but we need to practice it. In shooting the tape and in commenting on the tapes of your team members, let's remember to be both gentle yet truthful for the sake of becoming better worship leaders for God's people, the church. Let's remember to receive others' comments so that we might become better leaders.

#### READING SCHEDULE

There is no precise reading schedule for the four books and three pamphlets listed as required reading. You will be tested on some of them on certain dates. (See above under grading and assignments.) Research shows that students who have read the material to be tested by the time the students are tested on the material do tend to have significantly higher grades on such material.

All of this is just another way of saying the the seven books and pamphlets are background work which only come to the foreground when you are tested on them.

## MODULE SCHEDULE

Module #	Module dates	Module topic
1	June 2-8	Introductions, responding to first video clip on worship as community activity, and an "inspiring" Christian worship experience
2	June 9-15	Worship and the Bible
3	June 16-22	A Theology of Worship
4	June 23-29	Developing a Vocabulary for Assessing Worship
5	June 30-July 6	Ordering different types of worship services
6	July 7-13	Fullness in worship
7	July 14-20	Time and Remembrance in Worship
8	July 21-27	Space
9	July 28-August 3	Music
10	August 4-10	Prayer
11	August 11-17	The Lord's Supper
12	August 18-24	Initiation and Baptism
13	August 25-29	Marriage and Funerals

### Teams

During the first week I will organize you into teams. You will have a special team folder icon as discussed below. Some of our work, especially the module discussions, will be done in these team folders. You will also distribute your videotape to your team members. Midway through the semester I will have you switch teams so as to expand the number of classmates you interact with for the modules.

### THE NUTS AND BOLTS OF CLASS LIFE

#### Life in the Module Mode

The basic building blocks of the course will be the weekly modules. The module week will begin at 9 a.m. (Central Time) on a Monday and will end at 8:59 a.m. (Central Time) the following Monday (except for the last module which will end on Friday, August 29th, at 8.59 a.m. (Central Time). During that module week the following will occur: 1) I will post the current module assignment first thing on Monday morning; 2) I will post a little reminder saying what you

should be working on in the background first thing on Monday morning; 3) you will make at least two postings, one in response to my initial posting and one in response to a classmate's posting; and 4) I (and you hopefully) will monitor the discussion and jump in as appropriate.

Trust me to keep everybody and everything on track.

## Foreground and Background

A good way to think of the work in the class is to think of foreground and background. In other words, you should be working on material for this class that is in the foreground (meaning in immediate view and concern) as well as in the background (meaning behind the scenes).

Always in the foreground will be the posting of the current module assignment and your responses to it. Sometimes in the foreground will be projects you have been working on in the background until their due date, at which time they come into the foreground. An example is your developing an order of worship according to Robert Webber's four-fold pattern. Your background work will begin with you reading Webber's book. I'll start giving you background reminders a few weeks ahead of the assignment due date, giving specific instruction about the assignment as I do. When the due date rolls around, that background work will become foreground work as you post it in your team folder and receive comments from your teammates.

The most basic foreground and background rhythm will be the rhythm of responding to the module assignment based upon what you read/saw/listened to about that module topic on the resource CDs. In the foreground will be your online postings to the assignment; in the background will be your reviewing the materials on the resource CDs for the upcoming module. In other words, in the week we are discussing the topic for module 4, for example, you should be reviewing the materials for module 5. Don't worry. I'll remind you what to do every Monday morning.

## NAVIGATING THE WINDOWS AND ICONS OF ExL

Let me tell you how we will use the various windows and icons in the W0510X folder.

[Image:File2.png]

The Discussion Center (the bottom part of the screen when you open the W0510X folder) will be used for all public communications for the whole class. Module

discussions will take place in the team folders, however, because of the size of the class. Clicking on the new message icon when in the W0510X folder will create a message automatically addressed to this center.

The Course Center will contain a copy of the syllabus as well as any class modules material not contained on the resource CDs.

The W0510X Office is for private correspondence between you and me. This will contain items that you do not want to appear publicly before all of your classmates or items that you think may embarrass you if they were to appear publicly. This is also where you will send any papers or projects to be graded by me.

Team Folder (not pictured in the above illustration, but present in the course area) This is the location where you will carry on discussion in your teams. Each member of the class will be assigned to a team. You will only be able to read other team mates postings. People from the larger class, who are not on your team, cannot post material in your team folder.

Prayer Folder (not pictured in the above illustration, but present in the course area) This is a folder that I have asked Jeremy to create for us. Any needs or prayer requests, praises, etc. can be placed into this folder so that we as a class may keep members of the class in prayer at important junctures in their lives.

The Archive Center will be used for storing conversations that have already taken place during the course of the semester. This keeps the Discussion Center from becoming too unmanageable.

The Chat Center is intended primarily for real-time interaction. You can get together with other members to study, ask questions, or to explore topics. None of the conversations carried on in this location are ever saved.

The Resource Center provides access to a number of specific tools available to all ExL students. These include access to the B. L. Fisher Library, the services in Estes Chapel, ExL Updates, Guidelines for Success, Helpful Hints, Interesting Links, a Powerpoint Viewer as well as a Real Audio player. I encourage you to take advantage of all these resources.

ASBURY SUPPORT PEOPLE FOR OUR COURSE ON-LINE

If you need help from the Asbury ExL staff or for textbooks

Address emails concerning specific questions about using Exl and concerning the software program of ExL to Kevin Osborn. Kevin Osborn is the director of the ExL program, [ExL\\_Director@asburyseminary.edu](mailto:ExL_Director@asburyseminary.edu) . You may call him at 859-858-2191.

Questions concerning computer related questions should be answered by looking at [www.asburyseminary.edu/it/fc](http://www.asburyseminary.edu/it/fc). Help beyond what can be offered there can be found by emailing ExL Support (type ExL Support or [exl\\_support@asburyseminary.edu](mailto:exl_support@asburyseminary.edu) in the address line).

Address emails concerning buying books to Exlbooks (type Exlbooks or [exlbooks@asburyseminary.edu](mailto:exlbooks@asburyseminary.edu) in the address line). This will send the message to

the Cokesbury bookstore on the Wilmore campus. Call the bookstore at (toll free) 866-855-8252.

If you need help obtaining library materials and/or reference assistance from Asbury

All ExL students are encouraged to make use of their local library. However, if such services are unavailable or inadequate, ExL students may also obtain library books and journal articles through the mail from Asbury Theological Seminary's B. L. Fisher Library. All requests for books and journal articles should be emailed to the ExL Reference Librarian, Hannah Kirsch. Hannah is also available to assist ExL students with reference requests such as how to find citations for books and articles, how to use the various online databases available to ExL students, or how to begin looking for information on a specific topic.

To request material from the B.L. Fisher Library, begin by searching the library's WebPac (online catalog of the library's holdings) or one of the journal databases available on the ExL Virtual Library webpage (found in the Resource Center of your ExL classroom). Then send an email to Hannah citing the sources that you would like to request. If you need help searching the databases, do not hesitate to ask. Please allow 5-10 business days for all requests to be filled. ExL students are billed for the cost of photocopies (5 cents per page) and the cost of shipping. Express mail services (price varies according to weight) and faxing (\$1.50 for the first page and 25 cents for each additional page plus photocopy charges) are also available, but material will generally take 1-2 days from the receipt of the request to be processed.

Address emails concerning library reference support to Hannah Kirsch, at [Hannah\\_Kirsch@asburyseminary.edu](mailto:Hannah_Kirsch@asburyseminary.edu). Call her at 859-858-2189. Interlibrary loan questions can be directed via email to Dot James, at [Dorothy\\_James@asburyseminary.edu](mailto:Dorothy_James@asburyseminary.edu)

Plan ahead and make your requests early.

LAST, BUT CERTAINLY NOT LEAST: SOME IMPORTANT TIDBITS

The first week

Hopefully, you will have looked at this syllabus before the first week of class. I will want everyone to introduce themselves to other class members early during the first week of the semester. I'll post a notice for doing this in the first module.

A note on reproducing course materials

"The development of all extended learning material, whether online or by other media, is intended for distribution to members of the course and others by my permission. It is not intended for general distribution on the internet or elsewhere. Permission to copy, in whole or in part, must be requested from the professor (Mark Torgerson)." Thanks for honoring these instructions.

Info on contacting the professor, again

Email: always send email by clicking on the "Office" icon in the W0510X-MT folder. If the matter is really urgent, please say so in the subject line.  
Telephone: 860.628.1068 or 630.540.1828  
Virtual office hours: I'll be checking in our class every Monday, Wednesday, and Friday.

#### Final thoughts

The song of the twenty-four elders before the throne of God in heaven:  
"You are worthy, our Lord and God, to receive glory and honor and power, for you created all things, and by your will they existed and were created." (Revelation 4:11)

The song offered to the Lamb in heaven: "Worthy is the Lamb that was slaughtered to receive power and wealth and wisdom and might and honor and glory and might forever and ever!"

The word "worship" comes from combining worthy and -ship. It is all about coming to recognize the worth of God. I pray that God will use our class for that purpose.