

## COS 223 – Worship and Sacraments

10 hours together on Zoom, Oct. 2-3, Oct. 17 (*or when agreed upon*), and Oct. 23-24, 2020

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**COS 223 - Worship and Sacraments Description, Outcomes, and Textbooks**  
set by General Board of Higher Education and Ministry of The United Methodist Church

This course examines worship within The United Methodist Church including liturgy, sacraments, and special services. Attention will be given to the pastor's role as leader in worship.

Students will be able to:

- Articulate a theology of worship consistent with the Wesleyan tradition, including reflection on the theology and rhythm of the Christian year.
- Articulate a Wesleyan theology of the sacraments and be competent in their administration.
- Interpret theologically the rites of Christian marriage, and of Death and Resurrection, and be able to lead such services well.
- Construct a worship service, and reflect theologically on the use of hymns, media, contemporary music, and lay leadership.

### Texts

*Worshipping with United Methodists: A Guide for Pastors and Church Leaders*, Hoyt Hickman  
*The Christian Year: A Guide for Worship and Preaching*, Robin Knowles Wallace  
John Wesley's Sermon "The Duty of Constant Communion" available on Populi (syllabus page)  
Any guidelines you have from your Annual Conference about online communion

Reference (you should already have these books from a previous class or Licensing School):

*United Methodist Hymnal*

*United Methodist Book of Worship*

"By Water and the Spirit," You MUST use the *Book of Resolutions* or online ONLY; do NOT use Felton\* <http://www.umc.org/what-we-believe/by-water-and-the-spirit-a-united-methodist-understanding-of-baptism>

"This Holy Mystery," You MUST use the *Book of Resolutions* or online ONLY; do NOT use Felton\* [http://s3.amazonaws.com/Website\\_Properties/what-we-believe/documents/this-holy-mystery-communion.PDF](http://s3.amazonaws.com/Website_Properties/what-we-believe/documents/this-holy-mystery-communion.PDF)

\*My reason for this is that the Felton versions contain commentary and it is easy to confuse the original document approved by the UM General Conference (the whole church) and Felton's commentary (one person). The issue is akin to quoting a biblical commentary rather than the Bible itself.

### **Outline of the Five Weeks/Things to do**

(significant work to do one week before first Zoom meeting  
and paper due after second Zoom meeting;  
doing reading as much as possible in September will be helpful)

1. **By Sept. 25, 5:30 p.m.**, complete student info and post it on Populi under Assignments
2. When prompted by the teacher, sign up to lead worship element on one of our Zoom meetings
3. Prep scripture for Zoom session—see #5
4. Do Assignment #1, Pandemic Worship Project, and do all postings (3 services + reflection, a-e) **before first class meeting on Oct. 2**
5. **On Zoom: Friday, Oct. 2, 2-4 p.m.** Bring a favorite scripture passage to read aloud (2-3 minutes maximum, including intro and closing as you would in your congregation); breakout discussions on what you learned about your own worship needs during pandemic and naming some challenges of leading worship in this time. Post scripture reading comments from others and your own reaction under Scripture Reading Comments Assignment by 9:30 p.m. that night; either do as file to upload to assignments page or write in the comments box on the assignments page; full sentences not required.
6. Attend COS Zoom Worship on Saturday, **Oct. 3, 11:15 a.m.**, and post 1-2 sentences of reflection on that service in light of Pandemic Worship Project on COS Zoom worship discussion board.
7. **On Zoom: Saturday, Oct. 3, 1-3 p.m.** Prayers and writing collects (including group writing in breakout); Music and music questions (including tips for bulletins and PowerPoint)
8. Do Assignment #2 by **Friday, Oct. 9, 5:30 p.m.**
9. Do Assignment #3 posts by **Friday, Oct. 16, 5:30 p.m.** Write first draft of Baptism Paper before Zoom session.
10. **On Zoom: Saturday, Oct. 17, 2-4 p.m. subject to agreement.** Baptism questions and the service; children and art in worship (some time in breakout groups with posting of best practices).
11. After Zoom session, make any corrections needed for your baptism paper and submit under Baptism Assignment by **5:30 p.m., Monday, Oct. 19.**
12. Do Assignment #4 posts by **Friday, Oct. 23, NOON.** Write first draft of Communion Paper before Zoom session.
13. **On Zoom: Friday, Oct. 23, 2-4 p.m.** Communion questions and praying; funerals/services of death and resurrection; weddings (some will be done in breakout groups with posting of best practices)
14. **On Zoom: Saturday, Oct. 24, 1-3 p.m.** Theology of worship; closing—for closing, come with a learning/thanks for this class/our time together (elevator speech: 90 seconds)
15. After Zoom session, make any corrections needed for your communion paper and submit under Communion Assignment by **5:30 p.m., Tuesday, Oct. 27.** Papers will be returned by Oct. 31 on Populi.

### **Assignments and Grading**

1. Pandemic Worship Project—20 points (post on 3 discussion boards), a-e, due before first Zoom session, so by 2 p.m., Friday, Oct. 2.
  - a. Read Hickman, chapters 1-4, about worship and the basic pattern of worship

- b. Watch two worship events from the recommended list for this lesson (no need to listen to sermon) and then post on #1 Pandemic Worship Project discussion board (“Services Observed”) for each service (as you watch them), answering these questions (briefly, non-sentences okay):
- i. Name of church, date of service watched
  - ii. What platform was used?
  - iii. What pattern of worship does this service follow? (worship patterns suggested in this lesson on Populi and listed below)
  - iv. What drew you into the worship?
  - v. How were you invited into participation?
  - vi. What about leadership? (#, demographics, spacing, weaving together)
  - vii. What seemed distinctive to the congregation?
  - viii. What was possible with that platform/service that would not have been possible otherwise?
  - ix. What idea or practice will you take away?
- Do the same exercise for one of your own services and post.
- c. At the end of observing and reflecting on the three services, post separately on the “what I learned” discussion: What did this exercise reveal about your own worship needs or expectations? One to three sentences.
- d. Recommended list of services
- i. Johnstown UMC, Johnstown, Colorado, pastor Jeremy Scott, smaller white, small-town congregation,  
<https://www.youtube.com/channel/UC336fM50Z51kdArMeIUEmuA>
  - ii. Congregational Church of South Hero, Vermont, pastor Cordelia Burpee, smaller white, island congregation, <https://www.facebook.com/CCSHVT/> or <https://www.localprayers.com/US/South-Hero/176876299000092/Congregational-Church-of-South-Hero>
  - iii. Greenleaf Christian Church (Disciples of Christ), North Carolina, pastor William Barber, larger African American congregation, social justice ministry,  
<https://www.facebook.com/greenleaf.c.church/>
  - iv. Advent United Church of Christ, Columbus, Ohio, pastors Imani and Colin Jones, smaller urban congregation, African American, <https://www.facebook.com/adventucc/>
  - v. Highland Park United Methodist Church, Dallas, large white urban congregation, tends to lots of music, <http://www.hpumc.org/about-worship/>
  - vi. St. Aldates, Oxford, UK, contemporary Church of England worship, college town (through church, as St. Aldates Worship site is music and worship training),  
<https://www.facebook.com/staldatesoxford/>
  - vii. Taizé daily prayer, France, ecumenical, international, youth-focused, contemplative,  
<https://www.facebook.com/taize/>
- e. Possible worship service orders (also known as the *ordo*)
- i. Four-fold (traditional; Word and Table equally important, what Hickman recommends)
    1. Gathering
    2. Word/Sermon
    3. Table or Equally Significant Response to the Word
    4. Sending Forth
  - ii. Three-fold (revival pattern—sermon the high point)

1. Preliminaries (song, prayer, praise)
    2. Sermon
    3. Invitation and Conversion or Sending Forth
  - iii. Two-fold (often contemporary—praise and sermon equally important)
    1. Movement through song and praise from outer courts of temple to inner courts and Holy of Holies
    2. Sermon
  - f. Attend COS Zoom Worship on Saturday, Oct. 3, 11:15 a.m., and post 1-2 sentences of reflection on that service in light of Pandemic Worship Project on COS Zoom worship discussion board by 5 p.m.
2. October 4-10: Three-part, 5 + 5 + 10 = 20 points total – Lesson 2 Collects, Christian Year, and Theology of Worship
- a. Write four collects, one for the Gospel or Epistle reading each week of your assigned month. Post—listing date and scripture reading, then collect in five or so lines, with your name after each collect—in Collect Assignment. After these are corrected, you will post again on assignments, and then we will gather them into one resource for everyone to have for the upcoming year. Due Friday, Oct. 9, 5:30 p.m.
  - b. Read Chapters 5-6 and 8-9 of Hickman; read introductions to each chapter in *The Christian Year*. Post on Christian Year discussion board, about something you would like to try in the coming year in your congregation, even if you are online only. Nothing to post under Assignments. Due Friday, Oct. 9, 5:30 p.m.
  - c. Theology of worship: Take a breath, and then think for a few moments about what Christian public/congregational worship means to you. You are going to write around 300 words (250-350, minimum to maximum) of your own theology of worship as you might explain it to a District Committee on Ministry or a congregation to whom you were being introduced. Your paragraphs should briefly answer these sorts of questions: Who is God? What is worship? What is the relationship between God and humans, and among God and humans and creation? Who is included in worship? What activities are included in worship? What is the goal of worship? Include your last name as the first word in the file name; post under Assignments. No resources needed but if you quote a source, you must cite it properly. Due Saturday, Oct. 10, 5:30 p.m. [Note: For comparison, this paragraph is 142 words.]
3. October 11-19: Two-part, 5 + 5 + 20 = 30 points – Lesson 3 Funerals & Baptism
- a. Read service of death and resurrection and accompanying prayers in the *Book of Worship*, 139-171—post any questions, insights, or responses to others’ questions on the Funeral discussion board. No need to post under Assignments. Due Friday, Oct. 16, 5:30 p.m.
  - b. On Baptism
    - i. Read *By Water and the Spirit* and *Book of Worship*, 81-94. Post on Baptism Discussion an insight you gained or a question you still have about baptism (5 points) by Friday, Oct. 16, at 5:30 p.m.
    - ii. Write draft of baptism paper before Zoom class on Saturday, Oct. 17. Write 750-1100 words on your understanding of *sacrament* (opening paragraph) and *baptism* in the light of the readings (cite readings when quoting). Write as though you were writing

for your Board of Ministry, using *The Book of Discipline* question “What is the meaning and significance of baptism?” Include a final brief paragraph about what it means to you personally to preside at baptism. Make sure to cite sources correctly; include bibliography in this paper.

- iii. After Zoom session, make any corrections needed for your paper and submit under Baptism Assignment by 5:30 p.m., Monday, Oct. 19. Use your last name as the first word in the file name. Paper is worth 20 points.

4. October 20-27: Two-part, 5 + 5 + 20 points total – Lesson 3 Weddings & Communion—

- a. Weddings: read wedding service and accompanying prayers in the *Book of Worship*, 115-138 – post a question, insight, or response to others’ questions on the Wedding discussion board. Due Friday, Oct. 23 at NOON.

- b. On Communion

- i. Read *This Holy Mystery*; John Wesley’s Sermon “The Duty of Constant Communion;” Hickman ch. 7; *Book of Worship*, 16-32; and any guidance from your Annual Conference about online communion (add link or document on Annual Conference Online Communion Guidance discussion on Populi). Post on Communion Discussion, an insight you gained or a question you still have about communion by Friday, Oct. 23 at Noon.
- ii. Communion Paper. Write first draft before Zoom session on Oct. 23. Write 750-1100 words on your understanding of *sacrament* (opening paragraph, can use the one from your baptism paper with any corrections suggested by instructor) and *communion* in the light of the readings (cite them when quoting). Write as though you were writing for your Board of Ministry, using *The Book of Discipline* question “What is the meaning and significance of communion?” Include a final brief paragraph about what it means to you personally to preside at communion. Make sure to cite sources correctly; include bibliography in this paper.
- iii. After Zoom class, make any corrections needed for your communion paper and submit under Communion Assignment by 5:30 p.m., Tuesday, Oct. 27. Use your last name as the first word in the file name. Paper is worth 20 points. Papers will be returned by Oct. 31 on Populi.

**Citation Examples (as might appear in body of paper as footnotes or endnotes)**

*Book of Discipline of the United Methodist Church* (Nashville: United Methodist Publishing House, year), use Para. or ¶.

Hoyt Hickman. *Worshipping with United Methodists: A Guide for Pastors and Church Leaders* (Nashville: Abingdon, 2007), page #.

Robin Knowles Wallace. *The Christian Year: A Guide for Worship and Preaching* (Nashville: Abingdon, 2011), page #.

*The United Methodist Hymnal* (Nashville: United Methodist Publishing House, 1989), hymn #s.

*The United Methodist Book of Worship* (Nashville: United Methodist Publishing House, 1992), use element or page number.

The United Methodist Church. “By Water and the Spirit.” *United Methodist Book of Resolutions* (Nashville: United Methodist Publishing House, year), page #s. [if using book source]

The United Methodist Church. "This Holy Mystery,"  
[http://s3.amazonaws.com/Website\\_Properties/what-we-believe/documents/this-holy-mystery-communion.PDF](http://s3.amazonaws.com/Website_Properties/what-we-believe/documents/this-holy-mystery-communion.PDF) page # if given, access date (in the case of this syllabus, July 2, 2020).  
John Wesley. Sermon: "The Duty of Constant Communion." outline #s, for example, I.3.

### **Bibliography Examples (alphabetical list of sources)**

*Book of Discipline of the United Methodist Church*. Nashville: United Methodist Publishing House, year.

Hickman, Hoyt. *Worshipping with United Methodists: A Guide for Pastors and Church Leaders*. Nashville: Abingdon, year.

*The United Methodist Book of Worship*. Nashville: United Methodist Publishing House, 1992.

The United Methodist Church. "By Water and the Spirit." *United Methodist Book of Resolutions*. Nashville: United Methodist Publishing House, year.

The United Methodist Church. "This Holy Mystery."  
[http://s3.amazonaws.com/Website\\_Properties/what-we-believe/documents/this-holy-mystery-communion.PDF](http://s3.amazonaws.com/Website_Properties/what-we-believe/documents/this-holy-mystery-communion.PDF), (active date).

*The United Methodist Hymnal*. Nashville: United Methodist Publishing House, 1989.

Wallace, Robin Knowles. *The Christian Year: A Guide for Worship and Preaching*. Nashville: Abingdon, 2011.

Wesley, John. Sermon: "The Duty of Constant Communion."

### **Grading Criteria**

A's: Work is excellent, clear, engaging, original and focused; ideas and content are richly developed with details and examples. Organization and form enhance the central idea and theme; ideas are presented coherently to move the reader through the text. The voice of the writer is compelling and conveys the learner's meaning through effective grammar. The learner integrates theoretical concepts, experience and critical analysis. Outstanding work.

B's: Work is solid, reasonably clear, focused, and supported; ideas are adequately developed with details and examples. Organization and form are appropriate, and ideas are generally presented in a coherent manner. The voice of the writer contributes to the writer's meaning through appropriate grammar. The form of presentation does not interfere with understanding or distract from meaning. Integration of theory, experience and critical analysis is underdeveloped.  
Good work, above average.

C's: Work has some focus and support; ideas and content are developed with limited details and examples. The work may be somewhat disorganized. The voice of the learner is generally absent; basic sentence structure and limited vocabulary convey a simple message. Presentation errors may reduce understanding and interfere with meaning. The content of theoretical information is limited and large generalizations are made. Critical analysis is absent from the paper. Work meets minimum requirements.

D's: Work has little focus and development; ideas and content are supported by few details or examples. The work lacks direction and purpose. The tone of the work is flat. Awkward grammar and vocabulary interfere with understanding. The form of presentation makes the work difficult to understand. Demonstrated critical analysis is absent, and often large portions of the work are given to rambling of experiences without theoretical context. Work does not meet minimum requirements of the assignment.

## ACADEMIC HONOR

The Course of Study School of Ohio requires that all material submitted by a student in fulfilling his or her academic requirements be the original work of the student.

Violations of academic honor include any action by a student indicating dishonesty or lack of integrity in academic ethics. Violations in this category include, but are not limited to, cheating, plagiarism, or knowingly passing off work of another as one's own.

Cheating includes seeking, acquiring, receiving or passing on information about the content of an examination prior to its authorized release or during its administration. Cheating also includes seeking, using, giving or obtaining unauthorized assistance in any academic assignment or examination.

Plagiarism is the act of presenting as one's own work with the work of another whether published or unpublished (including the work of another student). A writer's work should be regarded as his or her own property. Any person who knowingly uses a writer's distinctive work without proper acknowledgement is guilty of plagiarism.

A student found guilty of a violation of the academic honor code, after a review of the case, may be subject to one or more of the following actions: (1) warning; (2) probation; (3) suspension for the remainder of the course; (4) dismissal from the Course of Study School of Ohio; (5) grade of Fail for the course. Regardless of the outcome, a letter will be sent to the student's District Superintendent and Board of Ordained Ministry representative.