

COS 223 – Worship and Sacraments
Summer 2-Week 2021: August 2-6 and 9-12
Dr. Robin Knowles Wallace
3081 Columbus Pike, Delaware OH 43015
E-mail: rwallace@mtso.edu

13.5 synchronous hours (90 minutes each afternoon for 9 days, meeting from 1-2:30 PM Eastern time)
and 6.5 asynchronous hours.

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

*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.

Calendar of Events/Topics and Due Dates **highlighted meetings are 1:00-2:30 p.m. ET**

July 1– Populi open

By July 19, 5:30 p.m.–complete Student Information Form on Populi under Lessons/Assignments

By July 30, 5:30 p.m.–complete Pandemic/Post-Pandemic Worship Project (chart and posting)

August 1—COS Zoom worship

August 2—Zoom meeting—scripture reading, theology and basic elements of worship (online and in-person)

August 3—Zoom meeting—prayer and music, group time

August 4—Zoom meeting—arts, spaces, Christian/liturgical year, group time

By 5:30 p.m.—complete Theology of Worship assignment and complete Baptismal pre-work (post on discussion board)

August 5—Zoom meeting—baptism, group time

By 5:30 p.m.—complete Communion pre-work (post on discussion board)

August 6—11:15 COS Zoom Worship

—Zoom meeting—communion, including pandemic practices

August 9—Zoom meeting—Epiphany, healing services, worship in-person and online

August 10—Zoom meeting—Holy Week, funerals, continue discussion in-person/online worship

August 11—Zoom meeting—Easter, weddings, continue discussion in-person/online worship

August 12—11:15 COS Zoom Worship

—Zoom meeting—Pentecost, love feast

Baptism and communion papers will be due this second week of class; deadline negotiated with the class.

August 31—all papers returned before this date; Populi Lessons closed; no more posting available

Assignments and Grading

Note: You are encouraged (but not required) to respond to others on the class discussion boards.

Reading ahead for all assignments and taking notes as needed will be important for this intensive course.

1. Pandemic/Post-Pandemic Worship Project, due July 30, 5:30 p.m., worth 15 points
 - a. Read Hickman, chapters 1-4, about worship and the basic pattern of worship
 - b. Watch a Taizé daily prayer (France, ecumenical, youth-oriented [under-35-year-olds], contemplative), Facebook: <https://www.facebook.com/taize/>
 - i. Name of church, date of service watched
 - ii. What platform was used?
 - iii. What pattern of worship does this service follow? (worship patterns listed, g below)
 - iv. What drew you into the worship?
 - v. What about leadership? (#, demographics, spacing, weaving together)
 - vi. What was possible with that platform/service that would not have been possible otherwise?
 - vii. What idea or practice will you take away?
 - c. Do the same exercise (b) for a friend's service online service or a second from the recommended list (f, below).
 - d. Do the same exercise (b) for one of your own services, either in person or online.

- e. At the end of observing and reflecting on the three services, post on Populi Pandemic/Post-Pandemic Discussion Board: What I learned **that I need from worship**. One to three sentences.
 - f. Recommended list of services
 - i. Johnstown UMC, Johnstown, Colorado, pastor MTSO alum Jeremy Scott, medium-sized town and congregation, YouTube: <https://www.youtube.com/channel/UC336fM50Z5lkdArMeIUEmuA>
 - ii. South Euclid United Church Christ, Cleveland, Ohio, pastor Courtney Clayton Jenkins, African American congregation, Facebook: <https://www.facebook.com/SouthEuclidUCC/>
 - iii. West End United Methodist Church, Nashville, Tennessee, large more formal, musical congregation, Facebook: <https://www.facebook.com/WestEndUMC/>
 - iv. St. Aldates, Oxford, UK, contemporary Church of England worship, Facebook: <https://www.facebook.com/staldatesoxford/>
 - g. Possible worship service orders (also known as the *ordo*)
 - i. Four-fold (traditional; Word and Table equally important, what Hickman recommends for United Methodists)
 - 1. Entrance or Gathering
 - 2. Proclamation or Word/Sermon
 - 3. Thanksgiving and Communion or 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
2. Christian Year: Read introductions to each chapter in *The Christian Year*. Make notes about something you would like to try in the coming year in your congregation, whether you are online or in person. Bring notes to class on August 4.
3. Theology of worship: Think for a few moments about what Christian public/congregational worship means to you and about what we discussed in class about *theology* and worship on the first day of Zoom class. 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? Why do we worship? 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, Theology of Worship. No resources needed but if you quote a source, you must cite it properly. Due August 4, 5:30 p.m., worth 15 points. [Note: For comparison, this paragraph is 164 words.]

4. Baptism

- a. Read *By Water and the Spirit* (the original UMC document) and *Book of Worship*, 81-94. Post on Baptism Discussion Board an insight you gained or a question you still have about baptism by August 4 at 5:30 p.m.
- b. If you are planning to work at your church over the weekend between classes, do a draft before the weekend; if not, you will have the weekend to write. Write baptism paper, 900-1200 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 a bibliography at the end of this paper (see examples below in this syllabus).
- c. Submit under Baptism Assignment by time agreed upon by the class. Use your last name as the first word in the file name. Paper is worth 25 points.

5. Communion

- a. Read *This Holy Mystery* (the original UMC document); 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, just one needed per Annual Conference). Post an insight you gained or a question you still have about communion on the Communion Discussion Board by August 5, 5:30 p.m.
- b. If you are planning to work at your church over the weekend between classes, do a draft before the weekend; if not, you will have the weekend to write. Write 900-1200 words on your understanding of *sacrament* (opening paragraph, can use the one from your baptism paper) 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 a bibliography at the end of this paper (see examples below in this syllabus).
- c. Submit under Communion Assignment by time agreed upon by the class. Use your last name as the first word in the file name. Paper is worth 25 points.

6. Team-planned and –led worship through the Christian year. You will be invited as you send in your student info sheet to sign-up for a holy day during the Christian year (all 2022)—Epiphany, Holy Thursday/Good Friday combined, Easter, or Pentecost. Then during the first week there will be time to meet your group and begin planning. Each 15-17 minute service will be presented, in liturgical year order, August 9-12 as noted on the syllabus above, with time for questions and feedback following. No sermon, but scripture, at least one original collect in the service, music, participatory elements, possibly other prayer, done using the tech (and non-tech) skills of the team members. Try something new, learn from each other, and help the class worship together. Worth 20 points.

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 ¶, except for the opening historic section on “Articles of Religion,” etc. which uses page numbers. BoD for abbreviation in subsequent notes.

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

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 page # if given, access date (in the case of this syllabus, April 22, 2021).

John Wesley. Sermon: “The Duty of Constant Communion,” source, 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, (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.” Source

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.