

**COS 223 – Worship and Sacraments**  
**Summer 2021: June 25-26 and July 16-17**  
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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.

## Calendar of Events and Due Dates

June 1 – Populi open

By June 14, 5:30 p.m.—complete Student Information Form on Populi under Lessons/Assignments

By June 21, 5:30 p.m.—complete Pandemic Worship Project (chart and posting)

By June 24, 5:30 p.m.—complete *Christian Year* posting

June 25, 2-4 p.m.—Zoom meeting (scripture readings)

June 26, 9-11 a.m.—Zoom meeting

June 26, 11:15 a.m.—COS Zoom Worship

June 26, 1-3 p.m.—Zoom meeting

By July 2, 5:30—complete Theology of Worship assignment

By July 7, 5:30 p.m.—complete Baptismal pre-work (post on discussion board)

By July 14, 5:30 p.m.—complete Communion pre-work (post on discussion board)

July 16, 2-4:30 p.m.—Zoom meeting (present team worship)

July 17, 9-11 a.m.—Zoom meeting

July 17, 11:15 a.m.—COS Zoom Worship

July 17, 1-3:15 p.m.—Zoom meeting

By July 23, 5:30 p.m.—complete Baptism and Communion papers and post on Populi  
(receive final grade by July 30; pick-up papers by July 31 or thereafter)

August 1—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.*

1. Pandemic Worship Project, due June 21, 5:30 p.m., worth 15 points
  - a. Read Hickman, chapters 1-4, about worship and the basic pattern of worship
  - b. Watch one worship event from the recommended list for this lesson (no need to listen to sermon) and track these questions on the chart provided.
    - 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 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?
    - viii. Do the same exercise for a friend's service or a second from the list.
    - ix. Do the same exercise for one of your own services.
  - c. At the end of observing and reflecting on the three services, post on Populi Pandemic Discussion Board: What I learned that I need from worship. One to three sentences.
  - d. 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/>
  - v. Taizé daily prayer, France, ecumenical, youth-oriented (under-35-year-olds), contemplative, Facebook: <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 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*. 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 June 24, 5:30 p.m., worth 10 points
3. Theology of worship: Think for a few moments about what Christian public/congregational worship means to you and about what we discussed the first weekend of class about *theology* and worship. 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 July 2, 5:30 p.m., worth 15 points. [Note: For comparison, this paragraph is 160 words.]
4. 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 except Advent 3 which is 2021)—Advent 3, Epiphany, Holy Thursday/Good Friday combined, Easter, or Pentecost. Then during the first Zoom weekend there will be time to meet your group and begin planning. Each 15-17 minute service will be presented, in liturgical year order, on July 16, with time for questions and feedback following. No sermon, but scripture, at least one original collect in the service, prayer, music, participatory elements, done using the tech (and non-tech)

skills of the team members. Try something new, learn from each other, help the class worship together. Worth 20 points.

## 5. 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 July 7 at 5:30 p.m.
- b. Write draft of 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 in this paper. Do not submit this paper yet. For spreading out assignments, consider having this paper done by July 7 at 5:30 p.m.; definitely have it done before our July 17 meeting.
- c. After Zoom meeting on July 17, reread through and make any corrections needed for your paper and submit under Baptism Assignment by 5:30 p.m., July 23. Use your last name as the first word in the file name. Paper is worth 20 points.

## 6. 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 July 14, 5:30 p.m.
- b. Communion Paper. 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 in this paper. For spreading out assignments, consider having this paper done by July 14 at 5:30 p.m.; definitely have it done before our July 17 meeting.
- c. After Zoom meeting, reread through and make any corrections needed for your communion paper and submit under Communion Assignment by 5:30 p.m., July 23. Use your last name as the first word in the file name. Paper is worth 20 points. Papers will be returned by July 30 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 ¶, 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](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, Feb. 11, 2021).

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.” 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.