

COS 223 Worship and Sacraments

Effective beginning Fall 2017 term

Goals and Objectives: 223 Worship and Sacraments

This course examines the 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:

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

Text Book List

Unless otherwise noted, please use most recent edition.

Required Texts for 223 – Worship and Sacraments

1. James F. White, *Introduction to Christian Worship* (Abingdon Press, Revised Edition 1990; ISBN 0-687-19508-X)
2. Hoyt Hickman, *Worshipping with United Methodists: A Guide for Pastors and Church Leaders* (Abingdon Press, Revised Edition 2007; ISBN 978 0687335268)
3. Marcia McFee, *Think Like a Filmmaker: Sensory-Rich Worship Design for Unforgettable messages* (Trokey Press, 2016; ISBN 978 0997497809)
4. *Baptism, Eucharist, Ministry* (Geneva, Switzerland: World Council of Churches, 1982). You may order a bound, printed copy OR download the text for free from <http://www.oikoumene.org>. Search for the title of the book; it is parenthetically titled as Faith and Order Paper no. 111, the “Lima Text.”

Reference Books

1. United Methodist Book of Worship
2. United Methodist Hymnal
3. Gayle C. Felton, *Holy Mystery: A United Methodist Understanding of Holy Communion* (Nashville: Discipleship Resources, 2006; ISBN 978 0881774573)
4. Gayle C. Felton, *By Water and the Spirit: Making Connections for Identity and Ministry* (Nashville: Discipleship Resources, 1998. ISBN 978 0881772012)

Supplemental Texts

A list of supplemental texts will be provided during class. A hard copy of each book will be available for review by the students.

Planning Ahead

Planning Ahead: Worship Arts

This class has a hands-on, practice component. Approximately three weeks before our class, you will receive an email asking you to bring a basket of items to class to use for our in-class, worship arts assignments. No early preparation is necessary, other than bringing the items with you.

Planning Ahead: Liturgical Worship

During our week together, you will be asked to attend a liturgical worship service with one or more classmates. Liturgical churches include Orthodox, Roman Catholic, Episcopal and Lutheran. A list of suggested churches in this area will be distributed and discussed in class. Don't worry; there will be several options throughout your COS time. You will be given the choice of writing an analysis of the experience OR participating in a discussion group after usual class time.

Advance Assignments

1. **Worship:** Read critically Hoyt Hickman, *Worshipping with United Methodists*, to comprehend the basic pattern of worship, then use it to plan an upcoming worship service or season of worship. You should also consult with and include resources from James F. White, *Introduction to Christian Worship* and Marcia McFee, *Think Like a Filmmaker: Sensory-Rich Worship Design for Unforgettable Messages*. Your 6-8-page paper should include the following:
 - a. **An introduction** (1-2 pages) describing in detail your particular ministry setting. Ask yourself how Hickman might describe the challenges and gifts of your congregation(s).
 - b. **A description of one complete service** (2-3 pages) that demonstrates your plan for worshipping well with these challenges and gifts. Establish a clear theme for the service. Include a brief description of the season, scripture, sermon, hymns, litanies, offerings, prayers, etc. Be sure to thoughtfully include input from McFee in your selections.
 - c. **An analysis of how this service reflects Hickman's wisdom** on each of the four parts of our worship pattern (entrance, proclamation/response, thanksgiving/communion, sending forth). Dig deep into Hickman's analysis to demonstrate that you understand the purposes and connections of each of these parts.

2. **Communion/Eucharist:** Read the following: The World Council of Churches' *Baptism, Eucharist & Ministry*; and Felton's *This Holy Mystery*. This assignment includes three parts:
 - a. **Chart (handed in on the first day of class):** *Baptism, Eucharist & Ministry* ("BEM") lays out five metaphors for communion. Before writing your paper, prepare a detailed comparison chart of these metaphors. The format for this chart is your choice. You may prepare it on computer or draw it out by hand. Make it meaning-packed and memorable to you. Bring a copy of this chart to the first day of class. It will be included in your grade for this assignment. The chart should include the following information for each metaphor:
 - i. the name of the metaphor (e.g., "Thanksgiving to the Father");
 - ii. a brief description of the metaphor, including its scriptural basis;
 - iii. the images and symbols this employed by this metaphor;
 - iv. the specific places and ways in which it appears in our service of communion;
 - v. the challenges of offering it well;
 - vi. its connection/overlap with the other metaphors;
 - vii. a description of additional/different information from Felton's work.
 - b. **Description (uploaded before class):** After preparing your chart, write a detailed description (3-4 pages) of your congregation's communion practices. Include which metaphors they are most familiar/comfortable with and the practical ways in which you offer this sacrament with them. Share the particular challenges and gifts from your congregation and your own leadership. This part of the advance assignment should be uploaded prior to class.
 - c. **Regeneration Plan (due after class):** During our class time, you will be given an additional assignment for enriching your congregation's practices and your leadership of this sacrament. This follow up paper will be discussed fully in class. It will be due after our class time.

3. **Baptism:** Read the following: The World Council of Churches' *Baptism, Eucharist & Ministry*; and Felton's *By Water & the Spirit*. This assignment includes three parts:
- a. **Chart (handed in on the first day of class):** *Baptism, Eucharist & Ministry* ("BEM") lays out five metaphors for baptism. Before writing your paper, prepare a detailed comparison chart of these metaphors. The format for this chart is your choice. You may prepare it on computer or draw it out by hand. Make it meaning-packed and memorable to you. Bring a copy of this chart to the first day of class. It will be included in your grade for this assignment. The chart should include the following information for each metaphor:
 - i. the name of the metaphor (e.g., "Conversion, Pardoning & Cleansing");
 - ii. a brief description of the metaphor, including its scriptural basis;
 - iii. the images and symbols this employed by this metaphor;
 - iv. the specific places and ways in which it appears in our service of communion;
 - v. the challenges of offering it well;
 - vi. its connection/overlap with the other metaphors;
 - vii. a description of additional/different information from Felton's work.
 - b. **Description (uploaded before class):** After preparing your chart, write a detailed description (3-4 pages) of your congregation's baptism practices. Include which metaphors they are most familiar/comfortable with and the practical ways in which you offer this sacrament with them (including remembrance of baptism). Share the particular challenges and gifts from your congregation and your own leadership. This part of the advance assignment should be uploaded prior to class.
 - c. **Regeneration Plan (due after class):** During our class time, you will be given an additional assignment for enriching your congregation's practices and your leadership of this sacrament. This follow up paper will be discussed fully in class. It will be due after our class time.

Saint Paul Course of Study School Expectations and Preparation

The mission of the Course of Study School is to educate and share in the formation of Local Pastors as effective and faithful spiritual leaders of the ministry of the Church, the body of Jesus Christ in the world.

Our agreement with the Division of Ordained Ministry, General Board of Higher Education and Ministry in Nashville is that we will provide a year-round experiential and classroom learning process. This process assumes cooperation between the instructors, the students and clergy mentors in the annual conferences.

The Division of Ordained Ministry recommends a guideline of 15-20 pages of written work for each course. That translates into 30 to 40 pages of written work for each module. If a student takes four classes (two modules), that individual will write about 80 pages during the year. Those papers are based on the reading of approximately 4-5 textbooks per class.

In order to keep our promise of **year-round learning**, and to keep the assignments from accumulating and overwhelming a student, the book list is available for students so that they can **begin reading** as early as possible. We encourage students to put dates on their calendars and plan for reading days, as well as time for writing. You know the demands of certain religious seasons such as Advent, Lent, and Easter. Work around them.

The writing manual approved by the Saint Paul Course of Study School faculty is: **Turabian's A Manual for Writers of Term Papers, Theses, and Dissertations, 7th edition**. It is recommended that each student have a good collegiate-size American English dictionary of the student's choice in paperback or hardcover and copyrighted since 1998.

Related to Structure

- Use Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th edition. You may find further help at www.eturabian.com.
- Unless otherwise indicated, all papers must be typed, 1" margins on all sides, Arial 11 or Times New Roman 12, double-spaced, with indented paragraphs (no additional line spacing between paragraphs), and page numbers. Cover pages and bibliography are not included in assigned page count.
- Cite any quoted sources with appropriately formatted footnotes (not endnotes or parenthetical notes); list these and other sources within an appropriately formatted bibliography. If you use a scriptural reference, cite the translation you use in a footnote and the actual Bible in the bibliography. Each paper should have a bibliography.
- Do not begin sentences with "and" or "but." Do not use contractions. Do not include parenthetical commentary in your papers.
- Use inclusive language when referring to God and/or humankind.
- Use appropriate formatting for page numbering, book titles, etc.
- Double-check spelling, grammar, punctuation, sentence fragments, tense agreement, etc.

Related to Content

- Read the assigned books thoroughly.
- Resist the temptation to write a book report! Instead, focus your writing on what the author(s) have to say about the assigned topic(s), integrating your own thoughts about the topic(s).

Related to Critical Thinking

- Read the assigned books thoroughly, making notes of what resonates within you and what brings up resistance in you.
- Are there other books or resources that would be appropriate? Bring them into the conversation.
- Practice being in dialogue with all the authors and their material. Who would say what? How would you and the other writers respond? This practice dialogue will not be included in your papers, but it will help you to move into critical reflection.
- If you strongly agree or disagree with an author's point of view, offer your own affirmation or disagreement, supporting your view with additional resources.
- Watch for unsupported "leaps" made by a writer. What, in your opinion, is missing? Use additional resources to fill in the gaps.

Related to Timeliness

- Submit all your assignments on time.

In the event of an emergency situation, a student may request an **extension** from the Director (not assigned faculty) to the due date for advance assignments. This request may be made via email, and if granted, may extend to a *three-week maximum*. A student may only receive *two extensions during their tenure* as a Saint Paul Course of Study student – so use them wisely. If assignments are not completed, the policies of the COS are such that the student may be asked postpone participation in a particular session of COS until that individual can complete all of the work.

Learning can be fun! Consider your reading as a dialogue with authors – some will be more interesting than others. All will have something to teach us. Share the learning process with friends or colleagues or interested members of your congregations.

Book List

Each course has **assigned texts**. Students are required to read them, use them in their assignments and are accountable in the classroom for any discussion or presentation of materials. **Reference books** are also required; assignments assure the use of the reference books; they are not classroom texts. Assigned texts and reference books help the student build their own library. **Supplemental texts** (when applicable) are valuable, but optional texts if a student wants to pursue an area of ministry.

Students may acquire the books in a variety of ways: Order from Cokesbury.com; order from another vendor; purchase a used book; or borrow from a colleague.

Instructions for sending assignments to COS office at Saint Paul School of Theology

Course of Study Students are to upload their papers through Moodle. You will need to set up a Moodle account in order to submit your assignments. If you need assistance in setting up your Moodle account, please contact cos@spst.edu for informational handouts. Additional questions on Moodle can be directed to our IT help desk at helpdesk@spst.edu (hours: M – F 8:00am – 5:00pm).