

COS 223 Worship and Sacraments

Effective Sum20, Fal20, Spr21, Sum21 terms

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. Hoyt Hickman, *Worshipping with United Methodists: A Guide for Pastors and Church Leaders* (Abingdon Press, Revised Edition 2007; ISBN 978 0687335268)
2. McFee, Marcia, *The Worship Workshop: Creative Ways to Design Worship Together* (Abingdon Press, 2002; ISBN 0687046343)
3. Gayle C. Felton, *Holy Mystery: A United Methodist Understanding of Holy Communion* (Nashville: Discipleship Resources, 2006; ISBN 978 0881774573)

Required Online Resource:

1. **Baptism, Eucharist and Ministry (Faith and Order Paper no. 111, the "Lima Text")** – A free download: <https://www.oikoumene.org/en/resources/documents/commissions/faith-and-order/i-unity-the-church-and-its-mission/baptism-eucharist-and-ministry-faith-and-order-paper-no-111-the-lima-text> , Download : [FO1982_111_en.pdf](https://www.oikoumene.org/en/resources/documents/commissions/faith-and-order/i-unity-the-church-and-its-mission/baptism-eucharist-and-ministry-faith-and-order-paper-no-111-the-lima-text)
*(*Text is also available for sale on Amazon as a printed/bound copy)*

Required Reference Materials (*Also needed for our work)

1. Gayle C. Felton, *By Water and the Spirit: Making Connections for Identity and Ministry* (Nashville: Discipleship Resources, 1998. ISBN 978 0881772012)
2. **United Methodist Book of Worship** (available in hard copy and also free online at: <https://www.umcdiscipleship.org/book-of-worship>)
3. **United Methodist Hymnal** -available in hard copy, as an app, or as free reference material at: <https://hymnary.org/hymnal/UMH>

Recommended/Supplemental Texts and Resources

1. Constance Cherry, *The Worship Architect: A Blueprint for Designing Culturally Relevant and Biblically Faithful Services* (Baker Academic (March 1, 2010); ISBN 978-0801038747).
2. Constance Cherry, *The Special Service Worship Architect: Blueprints for Weddings, Funerals, Baptisms, Holy Communion, and Other Occasions* (Baker Academic (July 15, 2013); ISBN 978-0801048951).

A list of additional helpful texts and resources will be provided during class. *(*If students have a helpful resource, they are invited to note it/bring it with them to share)*

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Advance Assignments or Pre-Class Assignments:

Advance Assignment #1: Due

Grade will be based on the following criteria. Late papers will be downgraded for every day late.

This assignment is expected to be roughly 5-10 pages long, and is worth 20% of your overall grade in this class.

I. Read the following:

1. Hoyt Hickman, *Worshipping with United Methodists: A Guide for Pastors and Church Leaders* (Abingdon Press, Revised Edition 2007; ISBN 978 0687335268)
2. McFee, Marcia, *The Worship Workshop: Creative Ways to Design Worship Together* (Abingdon Press, 2002; ISBN 0687046343)

II. Based on your experience and these readings, share your answers to these 5 areas of reflection:

a. What is the purpose of worship to you?

- i. Consider how Hickman and McFee would speak to this question. (Please **include Footnotes supporting your answer.**)

b. What is the purpose of corporate worship to you?

c. (Briefly) Identify your congregational setting

- i. (include your location, size and demographic make up of your congregation, your ministry position/responsibilities, etc.)

d. Describe, in detail, your congregation's current practices in worship

1. In your weekly worship service, both as an overall view and looking at each of the Individual elements of the worship service, what happens, when and why?
(i.e. What does worship look like at your church?)

e. Describe: How well are your services and current practices (overall worship services and the individual elements of your services) currently achieving their intended purpose and your overall purpose of worship?

- i. In other words, I want you to critically reflect on your weekly worship services. What's working—and what does "working" look like to you?

a. Looking at the service overall:

- i. Do your services fulfill your primary purpose(s)? If so, how so? If not, how not?

- b. Then look at each element of the service (for example, gathering time, announcements, hymns, scripture reading, children's message, etc.)

- i. Does each individual component contribute to your overall purpose? If so, how? If not, share why it's included in the service.

f. In order to better achieve your ultimate purpose, what do you think might need to be changed? (-- Be strengthened? Be deepened? Be developed further? Be modified? Be eliminated? Be added?)

- i. *****Important note***- You are NOT going to be downgraded if you discover upon reflection that your services are not fulfilling your primary purpose! The goal of this assignment is to identify your particular starting place as we begin this study and work out your individual plan.**

Advance Assignment #2: Communion/Eucharist – Part 1 and , Part 2

Read the following:

1. The World Council of Churches' *Baptism, Eucharist & Ministry*: section on the Eucharist; and
2. Gayle Felton's *This Holy Mystery*.

To be turned in _____:

PART ONE: A Description of Communion as You Practice It in Your Church (upload to Moodle by -----)

Write a detailed description (approx. 3 pages) of your congregation's communion practices, addressing all of the following:

1. How the sacrament is offered/received, prepared for and understood.
2. which metaphors (from "BEM") which with they are most familiar/comfortable, and the practical ways in which you offer this sacrament with them.
3. the particular challenges and gifts from your congregation and your own leadership

PART TWO: (upload to Moodle by _____ and have with you to discuss in class on that day.)

Chart: The 5 metaphors for Communion

Baptism, Eucharist & Ministry ("BEM") lays out five metaphors for communion. Prepare a detailed comparison chart of these metaphors.

The chart should include the following information for each metaphor:

1. the name of the metaphor (e.g., "Thanksgiving to the Father");
2. a brief description of the metaphor, including its scriptural basis;
3. the images and symbols this employed by this metaphor;
4. the specific places and ways in which it appears in our service of communion;
5. the challenges of offering it well;
6. its connection/overlap with the other metaphors;
7. a description of additional/different information from Felton's work.

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.

Advance Assignment #3: Baptism – Part 1 is due _____, Part 2 is due _____

Grade will be based on the following criteria. Late papers will be downgraded significantly.

Advance Assignment #2 is worth 10% of your course grade (Part 1 is worth 5%; Part 2 is worth 5%).

Upload Part 1 by _____

Bring Part 2, chart, with you on 1st day of class, _____

Read the following:

1. The World Council of Churches' *Baptism, Eucharist & Ministry* section on Baptism; and
2. Gayle Felton's *By Water & the Spirit*.

To be turned in _____:

PART ONE: A Description of Baptism as You Practice It in Your Church (upload to Moodle by _____)

Write a detailed description (approx. 3 pages, not including your cover page) of your congregation's communion practices, addressing all of the following:

1. How the sacrament is offered/received, prepared for and understood
2. The metaphors (from "BEM") with which the congregation is most familiar/comfortable, and the practical ways in which you offer this sacrament with them
3. Challenges and gifts from your congregation and your own leadership in offering and participating in this sacrament

PART TWO: (upload to Moodle by _____ and have with you to discuss in class on that day.)

Chart: The 5 metaphors for Baptism

Baptism, Eucharist & Ministry ("BEM") lays out five metaphors for communion. Prepare a detailed comparison chart of these metaphors.

The chart should include the following information for each metaphor:

1. the name of the metaphor (e.g., "Thanksgiving to the Father");
2. a brief description of the metaphor, including its scriptural basis;
3. the images and symbols this employed by this metaphor;
4. the specific places and ways in which it appears in our service of baptism;
5. the challenges of offering it well;
6. its connection/overlap with the other metaphors;
7. a description of additional/different information from Felton's work.

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.

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 Paper 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 Required 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.

Recommended (Supplementary) Texts (when applicable) are also required; assignments assure the use of the recommended books; they are not classroom texts. Assigned texts and recommended books help the student build their own library.

Reference 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 such as Amazon etc.; 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).