Course Description and Outcomes

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:

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.

Required Textbooks

- Stookey, Laurence. Let the Whole Church Say Amen!

Required Reference Books

- The United Methodist Hymnal. ISBN: 9780687431328
- The United Methodist Book of Worship. ISBN: 9780687035724
- Felton, Gayle. This Holy Mystery: A United Methodist Understanding of Holy Communion. available for free download at http://www.umcdiscipleship.org/worship/sacraments
**Pre-Course Assignments** (to be handed in to the instructor on the first night of class – May 6)

1. Using the Laurence Stookey book, begin a journal that you will use exclusively for this purpose. In this journal, you are to complete the prayer exercises that are given in the book. You will turn this journal in the first night of class and it will be returned to you the next day. There are a total of 21 exercises in the book, thus you will have 21 journal entries. The expectation is that you will have completed a minimum of 14 entries by the first week of class, and your journal will be graded upon this expectation. While you may, of course, do more – any less than 14 entries will result in a lowered grade.

2. Using the reference books of Gayle Felton, you will write TWO pastoral letters.
   a. The first letter will be addressed to your congregation explaining a move to the weekly celebration of Holy Communion. Your letter should include a brief, but thorough explanation of the meaning of the sacrament as well as a well thought out rational for weekly celebration. You might want to anticipate the concerns of the congregation and address those in this letter. This letter should not exceed one single-spaced typed page.

   b. The second letter will be addressed to an infant in your congregation that you just baptized that will explain the United Methodist understanding of baptism. This letter should be written in such a way that the individual could understand it when they read it just before their confirmation (age 12-13). Therefore, any theological terms should be defined/explained well. Again, this letter should not exceed one single-spaced typed page.

3. Using the Wallace book as a primary resource, develop a worship and preaching calendar for your church for the year 2017. This calendar should include both liturgical and local traditions, as well as indicate a general preaching plan for the year. This calendar may be set up in actual calendar form (one page/month) or in list form, whatever would be more helpful to you as you work through it.
Guidelines for Written Assignments

• All papers should be typed, double-spaced, on 8 ½” by 11” paper, unless the instructor has asked for a different format specifically within the pre-course work. Font should be Times New Roman or something similar and no larger than size 12. Margins are to be 1” on all four sides of each page.
• All papers must include a page number and the last name of the student in either the header or footer of every page.
• You should note the question you are answering at the beginning of each new section of materials.
• All papers should provide citations for all quoted material. You may use MLA, Turabain, APA or Chicago Style.
• Punctuation should be consistent; clarity of meaning is the primary purpose of punctuation. Edit and retype material as needed and check spelling in a standard dictionary.
• All papers should attempt to eliminate discriminatory language—for example: racism, ageism, sexism, classism, and prejudicial usage concerning handicapping conditions.

Inclusive Language Covenant

The faculty of Emory Course of Study School has adopted a covenant statement encouraging inclusiveness in the use of language, as follows:

The Inclusive Language Covenant is designed to create a linguistic environment in which all students, staff, and faculty can grow in understanding and appreciating the rich diversity of God’s people. The COS faculty commits itself—through continued discussion, reflection, and exploration—to using language in such a way that we respond to the fullness of God’s presence among us as much by our choice of words as by our care for one another. Recognizing that our experience with inclusive language is an integral part of theological formation, we invite students and others to share as partners with us in this learning process.

We understand “covenant” more in terms of its biblical and theological meaning than in a legal or contractual context. Covenant signifies the common commitment of a community of faith in response to God’s revelation and in partnership with one another. The values implied in the covenant have morally persuaded us to try to generate patterns of speech and behavior that bond the members of the community in mutual respect. We expect all members of the community to address issues of diversity constructively. The entire Inclusive Language Covenant can be found on the COS website, and you are encouraged to read the whole covenant.