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. Understand patterns of worship and the significance each offers to Christian experience.
3. Articulate a Wesleyan theology of the sacraments of Holy Communion and Baptism, and be competent in their administration of planning and leading such services.
4. Interpret theologically the rites of Christian marriage, and of Death and Resurrection, and be able to plan and lead such services well.
5. Construct a worship service, and reflect theologically on the use of hymns, media, music, and lay leadership.
6. After completion of this course, students will gain competence and confidence in worship leadership.

Required Textbooks & Readings


- This Holy Mystery: A United Methodist Understanding of Holy Communion
  Available for download on Canvas in the “Files” section

- By Water and the Spirit: A United Methodist Understanding of Baptism
  Available for download on Canvas in the “Files” section

A Note about the Hybrid Format

This course is offered in a hybrid format. That means that 15 of the 20 contact hours will occur in class and the remaining 5 hours will occur online (before the class meets). If you have any problems with the technology aspect of this course, please call Amy Walker at 404.727.4587. She’s here to help!

There are three phases in the class:

- The PRE-CLASS PHASE is meant to set the foundation for our time together in person. In advance of class, students will view the online video lectures, complete short writing responses, and read selections from required textbooks.
- The IN-CLASS PHASE will be devoted to the course material through lecture and discussion.
- The POST-CLASS PHASE wraps up the entire class with one final project completed after the class meets.

Pre-Class Assignments

Pre-Class Assignments should be submitted on the class Canvas site no later than June 1. Please upload each assignment individually (click on the assignment title to upload your work in the correct location).

- Be sure to read all instructions before beginning work.
- Follow writing guidelines provided by COS (on page 5 of this syllabus)
- Demonstrate that you have read and understood the text covered in each assignment.
- Be sure to cover all parts of each assignment.

Before beginning your pre-class work, please watch the video titled “Introduction to the Class and your Teachers” found in the Echo ALP section of the Canvas site.

PRE-CLASS ASSIGNMENT #1

Read L. Edward and Sara Webb Phillips, In Spirit and Truth: United Methodist Worship for the Emerging Church. After reading the book, write a 3-5 page paper that reflects on the authors’ two statements: “Faithful worship is the way God forms us through the story of Jesus Christ by the power of the Holy Spirit in the practice of living according to the Truth”; and “Worship leaders and congregations should recognize that all liturgies must have a balance of these dynamics: the contemporary and the traditional, the present and the transcendent.” Refer to the material in the book as you shape your evaluation of your church’s worship according to these statements. (10% of grade)
PRE-CLASS ASSIGNMENT #2
Read Robin Knowles Wallace’s book *The Christian Year: A Guide for Worship and Preaching*. Write a 3-5 page paper on the theology of the Christian year. In light of what you read, explain why we celebrate the Christian year, describe the cycles/seasons of the Christian year, and how we mark the Christian year in worship. Describe how you hope participating in the yearly cycle of the Christian year will form worshippers. In addition, prepare a one page handout that you could use in teaching laity the seasons and purpose of the Christian year. *(10 % of grade)*

PRE-CLASS ASSIGNMENT #3

1. Read the two essays by L. Edward Phillips posted on the Canvas site.
2. Watch the six online video lectures, which can be found in the “Echo ALP” section of the class Canvas site. Take notes on what you learn. You will use these notes for discussion in class. You will not turn in these notes and they will not be graded. Just bring them to class with you.
3. After reading the articles and viewing the videos, write a 3-5 page paper based on the six patterns of worship. Name and explain each pattern and its distinctive approach to Christian Worship. Then evaluate your current weekly worship, identifying what pattern(s) you see included, even if you see evidence for more than one pattern. *(15 % of grade)*

PRE-CLASS ASSIGNMENT #4
Read *By Water and the Spirit* and *Baptism: Understanding God’s Gift*. Write a 1-2 page reflection on insights you gained about this sacrament and how this will affect how you receive and administer the sacrament. Then prepare a one page handout for a parent bringing an infant for baptism. *(5% of grade)*

PRE-CLASS ASSIGNMENT #5
Read *This Holy Mystery*. Based on your reading, write a 2-3 page paper in which you imagine someone in your church comes to you saying he/she does not like it when your church does communion and that he/she wants you to do it less often. Describe what you might teach this person about communion that would help him/her understand communion and appreciate its benefits. Then prepare a one page handout for laity on the key practices of this sacrament. *(10 % of grade)*

PRE-CLASS ASSIGNMENT #6
Read the Introduction and Exercises 1-7, 11-12, 15 and 21 in Laurence Stookey’s book. Do the workbook assignments as noted for the readings. Then post the prayers/edits on the discussion board on Canvas for peer review. Make comments on the work of two of your classmates. These prayers will then be presented in class. *(5% of grade)*

PRE-CLASS ASSIGNMENT #7
Read the sections in the *The United Methodist Hymnal* and *The United Methodist Book of Worship* regarding weddings and funerals. Then prepare a 1-2 page handout you would give to a couple planning to get married,
requesting pertinent information to officiate their wedding. OR prepare a 1-2 page handout you would give to a family, requesting pertinent information to assist them in planning their loved one’s funeral or memorial service. (5% of grade)

In-Class Assignment

CLASS PARTICIPATION
Participate fully in all class and small group activities during class time. (15% of grade)

Post-Class Assignment

FINAL PROJECT – submit on the class Canvas site in the “Assignments” section no later than August 31. (25% of grade)

Design a worship service for the First Sunday in Advent this year (Year C) that uses the basic pattern of United Methodist Worship, and include the following:

• A statement of the goal and character of the worship.
• A description of any special set up or visuals for the worship space
• An order of worship with the following:
  o Follow the Word and Table pattern of worship and include the sacrament of Holy Communion.
  o Use scripture and themes related to that Sunday and season.
  o Words for hymns and special music to demonstrate that these are on theme
  o Words for all prayers, affirmations of faith, etc.
  o Scripture citation(s) and key verse or summary of longer text
  o Sermon title
  o A one sentence focus statement for the sermon and/or teaching elements
  o A brief description of any dramas, videos, testimonies, etc. that may be part of the service
  o Notes to show how you will transition from one element to the next
  o A description of who will lead each part of the worship service

Helpful Hints:

✓ Be creative, and grounded in the tradition.
✓ Demonstrate mastery of the information covered in your pre-class work and in class.
✓ Make your descriptions so complete that another person could pick up your paper, walk into your church and lead the service.

Your goal is to create something you can use with your congregation on the First Sunday of Advent. This must be a new worship service, not one you have already planned or in which you have participated.
How Your Final Course Grade Is Determined

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Grade Deduction Policy

Pre-class work must be received no later than 11:59p.m. EST on June 1.
Pre-class work received after the deadline will be subject to the late penalty schedule below:
- Pre-class work received between June 2-11 will receive a one-letter grade deduction.
- Pre-class work received between June 12-15 will receive a two-letter grade deduction.
- Students who have not turned in pre-class work by midnight on June 15 will be dropped from the class.

COS Grading Scale

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Plagiarism Defined

"You plagiarize when, intentionally or not, you use someone else’s words or ideas but fail to credit that person, leading your readers to think that those words are yours. In all fields, you plagiarize when you use a source’s words or ideas without citing that source. In most fields, you plagiarize even when you do credit the source but use its exact words without using quotation marks or block indentation" (201-202). Booth, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. The Craft of Research, Second Edition. Chicago, IL: University of Chicago Press, 2003.

Guidelines for Written Assignments

- All papers should be typed, double-spaced, and on 8.5”x11” paper.
- The font should be Times New Roman, 12 point.
- Margins should be 1” on all sides.
- All papers must include a page number and the student’s last name in the header or footer.
- All papers must be properly cited. You can see how to properly cite your quotes in the “Files” section of your Canvas site under “Writing Tips.”

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 participation 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.