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


- *This Holy Mystery: A United Methodist Understanding of Holy Communion*  
  Available for download at www.gbod.org/worship

- *By Water and the Spirit: A United Methodist Understanding of Baptism*  
  Available for download at www.gbod.org/worship

- *The United Methodist Hymnal*

- *The United Methodist Book of Worship*

Recommended Textbook

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 digging into 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 1, 2, 5, 7 & 8 should be submitted on the class Canvas site in the “Assignments” section no later than January 8. Please upload each assignment individually. There is no written work for Pre-Class Assignments 3 & 4.*

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

**PRE-CLASS ASSIGNMENT #1**

**PRE-CLASS ASSIGNMENT #2**
Read Hoyt Hickman’s *Worshiping with United Methodists*. After reading the book, write a 3-5 page paper based on Hickman’s “5 Principles of Worship.” In your paper, name and explain each principle and then evaluate your current weekly worship based on that principle. You will do this for each of the 5 principles. You are not being graded on how well your church currently lives into each principle, but on your thoughtful critique of your church’s worship based on the principles. (12% of grade)

**PRE-CLASS ASSIGNMENT #3**
Read *This Holy Mystery.*
PRE-CLASS ASSIGNMENT #4
Read By Water and the Spirit.

PRE-CLASS ASSIGNMENT #5
Watch the seven online video lectures, which can be found in the “Echo ALP” section of the class Canvas site.
  o 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.
  o Answer the reflection questions found in each of the seven online video lectures. Submit these questions all together in the “Assignment” section of the class Canvas site. Your answers to all seven video reflection questions should be 4-6 pages long total. (12% of grade)

PRE-CLASS ASSIGNMENT #6
Based on your reading and the online lectures, write a 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. Based on what you have learned in This Holy Mystery, write a 2-3 page paper describing what you might teach this person about communion that would help him/her understand communion and appreciate its benefits. Be sure to demonstrate understanding of theological concepts covered in the text and online video lectures. (12% of grade)

PRE-CLASS ASSIGNMENT #7
Based on what you learn from your reading and what you learn in the online video lectures, write a 2-3 page paper explaining why United Methodists baptize infants. Assume I am a skeptic of infant baptism who knows nothing of our baptism theology. Explain how our sacramental theology paves the way for infant baptism. Be sure to demonstrate understanding of the theological concepts covered in the text and online video lectures. (12% 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 February 28 (25% of grade)

Design a worship service and write up your plan to include the following:
- A statement of the theological focus in this worship experience
- A description of any special set up or decorations
- An order of worship with the following included:
  - Words for hymns and special music to demonstrate that these are on theme
  - Words for all prayers, affirmations of faith, etc.
  - Scripture citation(s) and key verse or summary of longer text
  - Sermon title
  - A one sentence focus statement for the sermon and/or teaching elements
  - A brief description of dramas, videos, faith stories, etc. that are included
  - Notes to show how you will transition from one element to the next
  - Description of who will lead each part of the worship experience

Helpful Hints:
✓ Be creative.
✓ Demonstrate mastery of the information covered in your pre-course work and in class.
✓ Make your descriptions so complete I could pick up your paper, walk into your church and lead the service.

Your goal is to create something you could (and hopefully will!) use with your congregation!
This must be a new worship service; you may not write up a service you have already planned or in which you have been a participant.

How Your Final Course Grade Is Determined

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<thead>
<tr>
<th>Percentage</th>
<th>Assignment</th>
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<tr>
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<td>Class Participation</td>
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<td>25%</td>
<td>Final Project</td>
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Grade Deduction Policy
Pre-class work must be received no later than 11:59 p.m. EST on January 8, 2018.
Pre-class work received after the deadline will be subject to the late penalty schedule below:
- Pre-class work received between January 9-15 will receive a one-letter grade deduction.
- Pre-class work received between January 16-19 will receive a two-letter grade deduction.
- Students who have not turned in pre-class work by midnight on January 19 will be dropped from the class.
**COS Grading Scale**

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**Guidelines for Written Assignments**

- All papers should be typed, double-spaced, and on 8.5x11” 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. Please use MLA formatting. This is the best website for learning more about MLA format: [https://owl.english.purdue.edu/owl/resource/747/1/](https://owl.english.purdue.edu/owl/resource/747/1/)

**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.