

**COURSE OF STUDY SCHOOL OF OHIO at MTSO**  
**2019 Winter**  
**February 8-9 and March 8-9, 2019 (snow days: Feb. 15-16 and March 15-16, 2019)**  
**COS 223 Worship and Sacraments**

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From General Board of Higher Education and Ministry:

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.

Texts:

- Robin Knowles Wallace, *The Christian Year: A Guide for Worship and Preaching*
- Laurence H. Stookey, *Let the Whole Church Say Amen!*
- Hoyt Hickman, *Worshipping with United Methodists: A Guide for Pastors and Church Leaders*

Reference:

- *UM Hymnal* and *UM Book of Worship*
- "This Holy Mystery" You MUST use the Book of Resolutions or online ONLY; do NOT use Felton\*  
<https://www.umcdiscipleship.org/resources/this-holy-mystery-a-united-methodist-understanding-of-holy-communion>
- "By Water and the Spirit" You MUST use the Book of Resolutions or online ONLY; do NOT use Felton\*  
<https://www.umcdiscipleship.org/resources/by-water-and-the-spirit-full-text>
- Wesley, John. Sermon: "The Duty of Constant Communion," found online at  
<http://www.umcmmission.org/Find-Resources/John-Wesley-Sermons/Sermon-101-The-Duty-of-Constant-Communion>
- United Methodist and CCLI: <https://www.umcdiscipleship.org/worship/ccli-top-100>
- All links active as of 10/3/2018

\*My reason for this is that the Felton versions contain commentary and it is easy to confuse the original document approved by the UM General Conference (the whole church) and Felton's commentary (one person). The issue is akin to quoting a biblical commentary rather than the Bible itself.

## **Reading Assignments**

### **First Weekend Readings**

Hickman, *Worshiping with United Methodists*, chapters 1-8

Stookey, *Let the Whole Church Say Amen*, Introduction and exercises 1-5, 11-13, and 15-17

Wallace, *The Christian Year: A Guide for Worship and Preaching*, chapter 1 and introductions from chapters 2 and 3 (Skim the worship resources so that you are aware of what is here.)

Bring a favorite scripture passage to read aloud; introduce and close as you would in a worship service (3-4 minutes maximum)

### **Second Weekend Readings**

Stookey, *Let the Whole Church Say Amen*, exercises 19-21

Hickman, *Worshiping with United Methodists*, Chapter 9

“By Water and the Spirit”

“This Holy Mystery”

Wesley, “The Duty of Constant Communion”

*Book of Worship*, pp. 16-32 and 81-94

Services of Marriage and Covenant: *Book of Worship*, pp. 115-138

Services of Death and Resurrection: *Book of Worship*, pp. 139-171

## **Course Outline**

(music in worship throughout)

Friday, February 8: prayer and scripture readings

Saturday, February 9: bulletins and theology of worship, arts in worship, children in worship

Friday, March 8: baptism

Saturday, March 9: communion, weddings, and funerals

## Written Assignments and Grading

**Due January 30 by 9 p.m.** Before the first class, read chapter 1-8 of *Worshipping with United Methodists* and *The Christian Year* as noted above. Write 750-1,000 words, double-spaced, articulating your theology of worship consistent with the Wesleyan tradition, including reflection on the theology and rhythm of the Christian year. Your paper should include discussion of God, Jesus, the Holy Spirit, prayer, sermons, the Christian year, and worship itself and should include references to the readings for class; make sure to cite sources correctly (see bibliography below for correct formatting; include bibliography in this paper). Please send papers to [rwallace@mtso.edu](mailto:rwallace@mtso.edu) I will try to acknowledge receipt of papers within 24 hours after receiving. Include your last name in the saved file name of your paper. Due January 30 by 9 p.m. 20% of grade. (Course objective #1)

### Three-part assignment: 20%

- a. **Due February 4 by 9 p.m.** Turn in Stookey exercises: Exercise 3, exercise 12 (the shorter, collect form), and exercise 17 (revised draft); Exercise 19 (revised draft), **due Feb. 13 by 9 p.m.**
- b. Group statements of theology of marriage and death/resurrection—will be done in class, second weekend (Course Objective #3)
- c. In-class participation, through both weekends

**Due February 15 by 9 p.m.** Bring a recent bulletin or PowerPoint outline to the first class and be prepared to reflect theologically on the use of hymns, media, contemporary music, and lay leadership in your worship context/s. this assignment includes in-class exercises and a written reflection. In-class exercises will happen in class first weekend. Written reflection: Go back and re-read your first assignment on your theology of worship and think about the in-class exercises on hymns, media, contemporary music, and lay leadership. Write 300-500 words about either how your current worship services do express United Methodist theology in various areas OR how you might want to change (over time) your current worship services to better express United Methodist theology in various areas. Written reflection due February 15 by 9 p.m. 20% of grade. (Course objectives #1 and #4)

**Due February 26 by 9 p.m.** Baptism: Read “By Water and the Spirit” and the *Book of Worship*, pp. 81-94. Write 1,000-1,250 words on your understanding of baptism in the light of these readings and appropriately citing them. Write as though you were writing for your Board of Ministry, using the question “What is the meaning and significance of baptism?” Make sure to cite sources correctly; include bibliography in this paper. Due February 26 by 9 p.m. 20% of grade. (Course objective #2)

**Due February 26 by 9 p.m.** Communion: Read “This Holy Mystery,” John Wesley’s Sermon “The Duty of Constant Communion,” and the *Book of Worship*, pp. 16-32. Write 1,000-1,250 words on your understanding of communion in the light of these readings and appropriately citing them; write as though you were writing for your Board of Ministry, using the question “What is the meaning and significance of Holy Communion?” Make sure to cite sources correctly; include bibliography in this paper. Due February 26 by 9 p.m. 20% of grade. Course objective #2)

## Examples of Correct Formatting for Bibliography

- Book of Discipline of the United Methodist Church*. Nashville: United Methodist Publishing House, year, (use Para. or ¶)
- Hickman, Hoyt. *Worshipping with United Methodists: A Guide for Pastors and Church Leaders*. Nashville, Abingdon, 2007.
- Stookey, Laurence H. *Let the Whole Church Say Amen! A Guide for Those Who Pray in Public*. Nashville: Abingdon, 2001.
- Wallace, Robin Knowles. *The Christian Year: A Guide for Worship and Preaching*. Nashville: Abingdon, 2011.
- The United Methodist Hymnal*. Nashville: United Methodist Publishing House, 1989. (use hymn #s)
- The United Methodist Book of Worship*. Nashville: United Methodist Publishing House, 1992. (use element or page number)
- The United Methodist Church. "By Water and the Spirit." *United Methodist Book of Resolutions*. Nashville: United Methodist Publishing House, 2004, page #s.
- The United Methodist Church. "This Holy Mystery." <https://www.umcdiscipleship.org/resources/this-holy-mystery-a-united-methodist-understanding-of-holy-communion> (active date)
- Wesley, John. Sermon: "The Duty of Constant Communion." <http://www.umcmmission.org/Find-Resources/John-Wesley-Sermons/Sermon-101-The-Duty-of-Constant-Communion> (active date) (use outline #s)

## Grading Criteria

A's: Work is excellent, clear, engaging, original and focused; ideas and content are richly developed with details and examples. Organization and form enhance the central idea and theme; ideas are presented coherently to move the reader through the text. The voice of the writer is compelling and conveys the learner's meaning through effective grammar. The learner integrates theoretical concepts, experience and critical analysis. Outstanding work.

B's: Work is solid, reasonably clear, focused, and supported; ideas are adequately developed with details and examples. Organization and form are appropriate, and ideas are generally presented in a coherent manner. The voice of the writer contributes to the writer's meaning through appropriate grammar. The form of presentation does not interfere with understanding or distract from meaning. Integration of theory, experience and critical analysis is underdeveloped. Good work, above average.

C's: Work has some focus and support; ideas and content are developed with limited details and examples. The work may be somewhat disorganized. The voice of the learner is generally absent; basic sentence structure and limited vocabulary convey a simple message. Presentation errors may reduce understanding and interfere with meaning. The content of theoretical information is limited and large generalizations are made. Critical analysis is absent from the paper. Work meets minimum requirements.

D's: Work has little focus and development; ideas and content are supported by few details or examples. The work lacks direction and purpose. The tone of the work is flat. Awkward grammar and vocabulary interfere with understanding. The form of presentation makes the work difficult to understand. Demonstrated critical analysis is absent, and often large portions of the work are given to rambling of experiences without theoretical context. Work does not meet minimum requirements of the assignment.

## **Academic Honor – Course of Study School of Ohio**

The Course of Study School of Ohio requires that all material submitted by a student in fulfilling his or her academic requirements be the original work of the student.

Violations of academic honor include any action by a student indicating dishonesty or lack of integrity in academic ethics. Violations in this category include, but are not limited to, cheating, plagiarism, or knowingly passing off work of another as one's own.

Cheating includes seeking, acquiring, receiving or passing on information about the content of an examination prior to its authorized release or during its administration. Cheating also includes seeking, using, giving or obtaining unauthorized assistance in any academic assignment or examination. Plagiarism is the act of presenting as one's own work the work of another whether published or unpublished (including the work of another student). A writer's work should be regarded as his or her own property. Any person who knowingly uses a writer's distinctive work without proper acknowledgement is guilty of plagiarism.

A student found guilty of a violation of the academic honor code, after a review of the case, may be subject to one or more of the following actions: (1) warning; (2) probation; (3) suspension for the remainder of the course; (4) dismissal from the Course of Study School of Ohio; (5) grade of Fail for the course. Regardless of the outcome, a letter will be sent to the student's District Superintendent and Board of Ordained Ministry representative.