

**Wesley Theological Seminary**  
**Course of Study School**  
**Summer Intensive | Term 2 July 24- August 3, 2017**

**CS-223 Worship and Sacraments**

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**Course Description**

This course examines the sacraments, rites, and liturgy of The United Methodist Church and the pastor's role as worship leader. The goal of the course is to explore "why we do what we do" in worship, and to ground our liturgical practices in solid United Methodist theology and Christian tradition, while being attentive to practical and pastoral needs of our congregations.

**Objectives**

1. Examination of the church year and its historical and theological grounding
2. Examination of the theology and practice of the sacraments
3. Review of the rites of Christian marriage, death and resurrection, and other occasional services, including appropriate counseling methods
4. Reflection on worship practices, including use of nontraditional liturgies, media, music, and lay leadership

**Required Texts:**

Laurence Hull Stookey. *Let the Whole Church Say Amen*

Robin Knowles Wallace. *The Christian Year: A Guide to Worship and Preaching*

Hoyt L Hickman, *Worshipping With United Methodists, revised edition*

James F. White *Introduction to Christian Worship*, 3rd edition

**Reference Texts:** (Students should have from a previous course or licensing school)

*The United Methodist Hymnal*

*The United Methodist Book of Worship*

Gayle Carleton Felton, *This Holy Mystery*

Gayle Carlton Felton, *By Water and the Spirit*

**Supplemental Texts:**

Andy Langford, *Christian Funerals; Christian Weddings, revised edition ; Blueprints for Worship*

Norman Shawchuck and Rueben Job. *A Guide to Prayer for Ministers and Other Servants*

Marjorie Thompson, *Soul Feast*

## Written Assignments:

### Required Paper:

The principal written requirement for class is preparation and submission of two papers, one due June 1, 2017 responding to questions 1 & 2. And the second paper due the first day of class responding to 3 – 5. **Both papers should be posted to Blackboard by the due date.**

### Formatting:

Please format your paper to the following guidelines: 12pt font, double spaced, 1" margins, and page numbers. Be sure to include your name and the date on each paper you turn in. Each paper should be approximately 10 pages in length.

### Citation and Plagiarism:

It is imperative that appropriate standards of academic integrity and citation be observed. The basic rule for citation is simple: when quoting another person's work, or referencing an idea published by another, cite the source. Keep in mind: either quoting verbatim from another person's work without citation or rephrasing another person's work in your own words without citation are equally forms of plagiarism. Gross plagiarism violations may result in a failing grade for the assignment at the professor's discretion.

When citing the source, please use parenthetical notes including the author's name, book title, and page number). The assignment requires the student to process and integrate the material course's readings into the paper; therefore, in no case should a paper include lengthy, verbatim quotes (e.g., an entire paragraph from the *United Methodist Book of Worship*). The work is your critical reflection upon the questions below. Be sure to include, at the end of your paper, a bibliography of all your sources formatted according to the Chicago-Turabian Style Guidelines. (e.g., Hudson, Valerie, N. *Culture and Foreign Policy*. Boulder: L. Rienner Publishers, 1997.)

While most of the questions below ask that you read specific portions of some of the required texts, it is expected you will have familiarity with all of the required reading. Feel free in your responses to reference sources in addition to those mentioned specifically in the questions.

**Reminder: Unless specifically stated, answers should be in accordance with Methodist doctrine and course readings, not necessarily reflective of your ministry setting.**

**Questions: Please answer the question below, 10 pages maximum – due June 1 posted to Blackboard**

1. You have been appointed to a new charge effective July 1, 2017 and have received from the current pastor copies of recent worship bulletins. You note that the basic form of the Sunday service follows the outline below:

Anywhere United Methodist Church  
Sunday, June 00, 2014  
Prelude Chiming of the Hour  
\*Call to Worship  
\*Hymn of Praise  
Announcements  
Children's Sermon  
\*Hymn  
Prayer of Confession  
Pardon  
Offertory  
\*Doxology  
Scripture Reading  
Sermon  
Holy Communion  
\*Hymn  
\*Benediction  
\*Postlude

You wish to introduce the congregation to an order of worship more in accord with the UMBOW. You understand that this will take time, so set a target date of the **first Sunday in October 2017** for introduction of the new order. Using the lectionary, prepare a complete order of worship for a Eucharistic service, including specific information on selection of hymns, scripture, etc. In addition to a side by side comparison chart of the order of worship given and the order of worship you have chosen, and provide a commentary explaining the choices you made in your preparation, both pastorally and theologically.

2. On a **Sunday after Pentecost, Year C**, you are to receive into church membership a family, as follows:
  - *father*: never baptized, who has received appropriate instruction and now wishes to make a profession of faith
  - *teenage daughter*: baptized as an infant, but never confirmed
  - *infant son*: unbaptized
  - *mother*: a faithful member of another United Methodist congregation, who now wishes to become part of the church where her family will belong
  - *grandmother*: baptized in the Roman Catholic Church as an infant and confirmed there, but for years inactive.

Refer to “Baptismal Covenant I,” UMBOW, pp. 86-94, and indicate which portions of this service apply to each of the family members and why. Begin with a statement utilizing the White and Felton (Sacraments) texts, stating your understanding of current United Methodist theology of baptism.

This statement should address the following questions:

- a) What is the purpose baptism?
- b) What is the role of the congregation in this sacrament?
- c) What do Methodists believe regarding the necessity of baptism for salvation? Taking into account the background of each person, how would you communicate this teaching in a pastoral way to the grandmother, the mother and the father? Would your explanation differ for each person? Why or why not?
- d) How does Wesley’s understanding of grace interface with United Methodist theology and practice of baptism?

**Please answer the next two questions, 10 pages total – due the first day of class posted to Blackboard (July 25, 2017)**

3. The daughter of a member of the church where you are assigned is getting married. Although she has not been in regular attendance at church since youth group, she wants to get married at your church. To complicate matters, she is marrying someone who is not a believer. In fact, the daughter’s fiancé believes that Christians are hypocrites. What advice/counseling will you give to the daughter, fiancé, and mother?
4. Refer to “A Service of Christian Marriage I,” UMBOW, pp. 115-127, and indicate which portions of this service you might use or delete if you were officiating this wedding. Begin by stating your theology of Christian Marriage Ceremonies and how your theology is supported by Methodist doctrine (refer to Methodist resources).

This statement should address the following questions:

- What is the purpose of a church wedding?
- Would you recommend a church wedding for this couple? Explain your answer.
- What is the role of the congregation?
- What is your role, as pastor?
- How would you counsel this couple taking into account the background of each person?
- How does Wesley’s understanding of grace interface with United Methodist theology and practice of weddings?

## Grading:

The instructor assumes that everyone in the class is capable of the work required to receive a “B” grade for each assignment. The following interpretations of the meaning of each grade have been developed to help class members review their work to identify strengths and problems.

A “B” means that the basic elements of the assignment have been faithfully included, the argument is internally coherent, and clearly articulated.

A “B+” means the assignment is also well crafted.

An “A-“ means that the assignment is not only well crafted, but it also probes the issues with considerable insight.

An “A” means the assignment is well crafted, reveals considerable insight, and moves beyond the range of the student’s prior knowledge to begin to construct new perspectives and meanings for the subject. In other words, it shows the student’s imagination at work; it has a creative edge.

A “C+” means that the assignment lacks clarity or focus, tends to reveal more the writer’s opinions than the results of the writer’s analysis, and lacks reflective insight into the issues being discussed.

A “C” means that the assignment does not move beyond the reporting of information from readings and/or class discussions to engaging them with issues being discussed; it may indicate inappropriate or misuse of data and readings.

A “C-“ means that despite some moments of focused discussion and insight, major gaps exist in the development of the argument or discussion.

An “F” means the individual needs to see me immediately.

**Grades will be reduced a step (e.g. from B to a B-) for assignments handed in after the start of class, and a full letter grade for any assignments 24 hours past due. Assignments over 48 hours past due will be lowered two letter grades. We need to talk if an assignment is over 72 hours**

past due. Please note only two unexcused absences are allowed before grade is lowered one step.

Final course grades are mailed to the student, GBHEM in Nashville and the student's conference representative by September 30. Grades are not posted on-line.

### **Inclusive Language**

In both oral and written contributions to the course, students are expected to be conscious of the power of language in theology. Inclusive language respects both gender and racial diversity, and students should demonstrate awareness that language about persons and God expresses values and impacts theological ideas in the details of race and gender connotations. Both gender and race are socially-constructed categories, and changing language is part of bringing justice to theological discourse.

### **Academic Policies**

**Attendance:** Students are expected to attend all classes in their entirety. Faculty member have the authority to set attendance policies for particular courses and those policies will be included in the course syllabus. Deviation from the attendance policy may result in reduction of grade or loss of credit for the course.

**Plagiarism:** Plagiarism is regarded as a serious offense and will result in substantial penalties, including the possibility of academic dismissal. The faculty regards the following as form of plagiarism or dishonesty:

- Copying from another students paper
- Giving or receiving unauthorized assistance to or from another student during an examination
- Using unauthorized material during an examination
- Borrowing or presenting as one's own (i.e. without proper attribution) the composition or ideas of another.

Please refer to your Wesley Student Handbook (on-line) for more information about Wesley's academic policies or contact the Course of Study office 202-885-8688.