

**LTRGY 510x United Methodist Worship**  
**Summer 2022 (online June 1 – July)**  
Ron Anderson

[Ron.Anderson@garrett.edu](mailto:Ron.Anderson@garrett.edu)  
847.866.3875 (office)

TBD Teaching Assistant  
TA email

**Course Objectives**

This course surveys the authorized worship resources of the United Methodist Church, with attention to their history, theology, and pastoral practice. In particular, we will explore the shape and practice of Christian prayer, liturgical time, the relationship of word and sacrament, the meaning and practice of baptism and Eucharist, and the liturgical pastoral offices of the Church.

**Learning Outcomes**

By the end of this course you will be able to:

- ❖ describe and interpret the basic structures of United Methodist worship;
- ❖ construct basic prayers for use in public worship;
- ❖ identify and explain the key seasons of the church year and the relationship of the common lectionary to the year;
- ❖ recite a Great Thanksgiving from memory;
- ❖ demonstrate the ability to appropriately use the resources of the *United Methodist Hymnal* and *Book of Worship*;
- ❖ construct and lead services for baptism, eucharist, healing and anointing, marriage, and funerals;
- ❖ describe and interpret key elements of a United Methodist sacramental theology; and
- ❖ plan a teaching session about some aspect of worship in a local congregation.

**Please note:** This is an intense course (a semester compressed into seven weeks). It is *not* a self-directed course. All assignments must be completed by the designated deadlines. Unless otherwise indicated, this means by Sunday evening of each week. Each week/unit begins on Monday morning and ends on Sunday evening.

**Required Texts you must purchase**

Michael Hawn, *One Bread, One Body: Exploring Cultural Diversity in Worship* (Bethesda, MD: Alban Institute, 2003). ISBN 1-56699-277-X. \$17.00.

Hoyt Hickman, *The Worship Resources of the United Methodist Hymnal* (Nashville: Abingdon, 1989). ISBN 0-687-43150-6. \$15.00.

L. Edward Phillips and Sara Webb Phillips, *In Spirit and Truth*, 2<sup>nd</sup> ed. (Akron: OSL Publications, 2006). ISBN 1-878009-53-2. \$16.95.

Gail Ramshaw, *A Three-Year Banquet: The Lectionary for the Assembly* (Minneapolis: Fortress, 2005). ISBN 9-780806-651057. \$9.99.

Laurence Stookey, *Baptism: Christ's Act in the Church* (Nashville: Abingdon, 1982). ISBN 0-687-02364-5. \$22.00.

Laurence Stookey, *Calendar: Christ's Time for the Church* (Nashville: Abingdon, 1996). ISBN 0-687-01136-1. \$22.00.

Laurence Stookey, *Eucharist: Christ's Feast with the Church* (Nashville: Abingdon, 1993). ISBN 0-687-12017-9. \$24.00.

*The United Methodist Hymnal* (Nashville: United Methodist Publishing House, 1989). ISBN 0-687-43132-8. \$20.00.

*The United Methodist Book of Worship* (Nashville: United Methodist Publishing House, 1992). ISBN 0-687-03572-4. \$30.00.

*The Faith We Sing* (Nashville: Abingdon, 2000). ISBN 0-687-09054-7. \$14.00.

### **Other Required Readings (available on Moodle)**

*By Water and the Spirit* (Nashville: Discipleship Resources, 1996). See the link on Moodle. (Free pdf download.)

*This Holy Mystery* (Nashville: Discipleship Resources, 2004). See the link on Moodle. (Free pdf download.)

E. Byron Anderson, "The Role of the Presider" in E. Byron Anderson, ed. *Worship Matters*, Vol. 1 (Nashville: Discipleship Resources, 1999), 123-129.

Herbert Anderson and Edward Foley, Ch. 5 "Preparing for Marriage" and Ch. 6 "Encountering Death" from *Mighty Stories, Dangerous Rituals* (San Francisco: Jossey-Bass, 1998).

Daniel T. Benedict, "How to introduce Baptism by Pouting or Immersion," in E. Byron Anderson, ed. *Worship Matters*, Vol. 2 (Nashville: Discipleship Resources, 1999), 134-141.

\_\_\_\_\_, "Ordering Congregational Life around the Means of Grace," in E. Byron Anderson, ed. *Worship Matters*, Vol. 1 (Nashville: Discipleship Resources, 1999), 43-50.

\_\_\_\_\_, "Worship at the Heart of the Congregation's Ministry System," in E. Byron Anderson, ed. *Worship Matters*, Vol. 1 (Nashville: Discipleship Resources, 1999), 15-22.

Daniel T. Benedict and M. Anne Burnett Hook, "The Role of Deacons and Assisting Ministers" in E. Byron Anderson, ed. *Worship Matters*, Vol. 1 (Nashville: Discipleship Resources, 1999), 130-136.

Taylor Burton-Edwards, ed. *Living into the Mystery* (Nashville: Discipleship Resources, 2006)

Walter H. Cuenin, "History of Anointing and Healing in the Church," in Peter Fink, ed., *Alternative Futures for Worship*, Vol. 7: *Anointing of the Sick* (Collegeville: Liturgical Press, 1987), 65-81.

Adam Erickson, "Living, Serving...Praying: A Christian-Muslim Conversation," *Liturgy* 26.3 (July-September 2011): 19-22.

Richard L. Eslinger, "Creating Space for Proclaiming the Word," in E. Byron Anderson, ed. *Worship Matters*, Vol. 2 (Nashville: Discipleship Resources, 1999), 101-110.

- Gayle Carlton Felton, "Reclaiming the Centrality of Baptism," in E. Byron Anderson, ed. *Worship Matters*, Vol. 1 (Nashville: Discipleship Resources, 1999), 51-57.
- Jennifer Glen, "Rites of Healing: A Reflection in Pastoral Theology" in Peter Fink, ed., *Alternative Futures for Worship*, Vol. 7: *Anointing of the Sick* (Collegeville: Liturgical Press, 1987), 33-64.
- Samuel Gordon and Stephanie Perdew VanSlyke, "'All Flesh Shall Come to Worship': Can Jews and Christians Worship Together?" *Liturgy* 26.3 (July-September 2011): 23-33.
- C. Michael Hawn, "Keeping Worship Focused on Christ," in E. Byron Anderson, ed. *Worship Matters*, Vol. 1 (Nashville: Discipleship Resources, 1999), 37-42.
- Hoyt Hickman, *Companion to the Book of Services* (Nashville: Abingdon, 1988), 115-144: "The Ministry of the Church at Death"
- \_\_\_\_\_, "The Work of Communion Stewards, Servers, and Altar Guilds," in E. Byron Anderson, ed. *Worship Matters*, Vol. 2 (Nashville: Discipleship Resources, 1999), 54-60.
- Phillip Kenneson, "Gathering: Worship, Imagination, Formation" in Stanley Hauerwas and Samuel Wells, ed. *The Blackwell Companion to Christian Ethics* (New York: Blackwell Publishing, 2011). Blackwell Reference Online (accessed 17 June 2015)
- Ruth Langer and Stephanie Perdew VanSlyke, "Interreligious Worship: An Introduction," *Liturgy* 26.3 (July-September 2011): 1-10.
- Phillip Pfatteicher, "Daily Prayer: Hallowing Time," in *Liturgical Spirituality* (Valley Forge, PA: Trinity Press, 1997), 32-70.
- L. Edward Phillips, "Whose Worship is it anyway" in E. Byron Anderson, ed. *Worship Matters*, Vol. 1 (Nashville: Discipleship Resources, 1999), 80-85.
- Melinda Quivik, "Life Passages, Occasional Services, and Cultural Patterns: Necessary Tensions," in *Worship and Culture: Foreign Country or Homeland*, Gláucia Vasconcelos Wilkey, ed. (Grand Rapids: Eerdmans, 2014), 342-366.
- Lester Ruth, "Creating Space for Baptism and the Renewal of the Baptismal Covenant" in E. Byron Anderson, ed. *Worship Matters*, Vol. 2 (Nashville: Discipleship Resources, 1999), 93-100.
- Don Saliers, *Worship and Spirituality* (Philadelphia: Westminster Press, 1984; 2<sup>nd</sup> ed. Akron: OSL Publications, 1996), 86-97 (chap. 6 "Remembering the World to God").
- Clayton J. Schmidt, "The Living Word: Restoring Life to Scripture Reading in Worship," *Liturgy*, 22.4 (October 2007): 23-31
- Robert Schnase, "The Practice of Passionate Worship" in *Five Practices of Fruitful Congregations* (Nashville: Abingdon, 2007), 33-57.
- Laurence Hull Stookey, "The Distribution of Communion by the Laity to those who cannot attend worship," in E. Byron Anderson, ed. *Worship Matters*, Vol. 1 (Nashville: Discipleship Resources, 1999), 147-154.
- Dwight W. Vogel, "The Work of Singing the Psalms," in E. Byron Anderson, ed. *Worship Matters*, Vol. 2 (Nashville: Discipleship Resources, 1999), 29-37.
- John Wesley, "The Means of Grace," in *The Works of John Wesley*, Vol. 1, *Sermons* (Nashville: Abingdon, 1984), 376-397. [Also available at [http://wesley.nnu.edu/john\\_wesley/sermons/016.htm](http://wesley.nnu.edu/john_wesley/sermons/016.htm)]

- \_\_\_\_\_, “The Duty of Constant Communion,” in *The Works of John Wesley*, Vol. 3, *Sermons* (Nashville: Abingdon, 1984), 422-439. [Also available at [http://wesley.nnu.edu/john\\_wesley/sermons/101.htm](http://wesley.nnu.edu/john_wesley/sermons/101.htm)]
- \_\_\_\_\_, “On Baptism,” in Albert Outler, ed., *John Wesley* (New York: Oxford University Press, 1964), 318-332.
- Grant S. White, “Celebrating the Eucharist more Vivally and Frequently,” in E. Byron Anderson, ed. *Worship Matters*, Vol. 1 (Nashville: Discipleship Resources, 1999), 58-62.
- James White, *Introduction to Christian Worship*, 3<sup>rd</sup> ed. (Nashville: Abingdon, 2000): chapter 6 “The Service of the Word”.
- Susan J. White, “Creating Space for Holy Communion,” in E. Byron Anderson, ed. *Worship Matters*, Vol. 2 (Nashville: Discipleship Resources, 1999), 85-92.
- \_\_\_\_\_, “Who gets Communion?” in E. Byron Anderson, ed. *Worship Matters*, Vol. 1 (Nashville: Discipleship Resources, 1999), 137-146.

**Recommended Resources that you should consider having in your library:**

- The Faith We Sing Worship Planner* (Nashville: Abingdon, 2000) ISBN 0-687-09056-3. \$19.00.
- William B. McClain, *Come Sunday: The Liturgy of Zion* (Nashville: Abingdon, 1990) ISBN 0-687-08884-4. \$19.00.
- Barbara Day Miller, *Encounters with the Holy: A Conversational Model for Worship Planning* (Herndon, VA: Alban, 2010) ISBN 978-1-56699-398-2. \$17.00.
- \_\_\_\_\_. *The New Pastor’s Guide to Leading Worship* (Nashville: Abingdon, 2006) ISBN 068749720-5. \$15.00.
- Songs of Zion* (Nashville: Abingdon, 1983) ISBN 0-687-39120-2. \$14.00.
- Carlton Young, *Companion to the United Methodist Hymnal* (Nashville: Abingdon, 1993) ISBN 0-687-09260-4. \$52.00.

**Grading**

All assignments, including forum participation, quizzes, and written assignments, are weighted to a specific percentage of your final grade. These percentages are indicated on the final grading scale. Each assignment also has its own set of *assessment rubrics*. *Rubrics* are assessment tools that explicitly represent the performance expectations for an assignment or piece of work. *For the liturgical prayer and annotated Word and Table assignments, you will have the opportunity to re-submit the assignment with revisions you make in light of instructor feedback.* You will also have the opportunity to repeat the Great Thanksgiving memorization assignment.

Evaluation of your participation in the *class forums* will focus on the *character*, the *quality*, and the *timeliness* of your contributions. Forum participation will be assessed at the end of each unit but combined as a single grade at the end of the semester.

Your final grade is cumulative—the result of the work you do throughout the course. The final grading scale is posted on Moodle.

## Course Requirements:

Including the final paper, this course has nine units. Each unit, except for the final paper, includes most or all of the following:

- required readings (the first weeks are the heaviest),
- open-book quizzes related to the readings,
- brief faculty lectures/presentations [as podcasts] or lessons,
- forum participation that invites dialogue about the readings and lectures with other students and the instructor,
- “application” assignments, including the composition of a set of liturgical prayers, the development of an “annotated” service of Word and Table, memorization of a Great Thanksgiving, and group design of a service of worship for either healing and anointing, death and resurrection or Christian marriage.

Details for the application assignments are provided in each unit on the course Moodle page as well as for all forum assignments. *Successful completion of each unit and of the course requires completion of all of its component parts.* Some of the written assignments will require working with a partner or small group. *Unless otherwise indicated, assignments are due by Sunday evening of each week.*

All written assignments must be submitted electronically through Moodle.

*Required format* for all papers is double-spaced lines, 12 point Times New Roman font, 1” margins top and bottom, and 1 or 1.25” margins on each side. All footnote references should follow the footnote/bibliography format given in Kate L. Turabian, *Manual for Writers*, 7<sup>th</sup> ed. (Chicago: University of Chicago Press), Section 16.1 “Basic Patterns”, or the [\*Chicago Manual of Style\*](#).

## Course Outline

### **Prelude (to be completed prior to June 1, the first day of class)**

1. Review the website and syllabus for the course. Pay close attention to course requirements, technology requirements, the Netiquette and Plagiarism sections, as well as to assignments and deadlines.
2. After reviewing the website and syllabus, complete the “syllabus quiz” (required, but ungraded).
3. On the class forum, provide a brief (200-300 words or so) self-introduction, including who you are, where you are, what program you are in, whether you are seeking ordination as elder or deacon or certification, and where you are currently working or serving. Please also tell us whether you have any previous online learning experience and, whether you have such experience or not, any concerns you have about the course.
4. Before you begin work on the first unit, read what your instructors and classmates have posted about themselves.

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## Unit 1 Foundations and Basic Patterns (June 1-7)

The purposes of this unit are four-fold:

- to introduce some basic questions about what worship is and does;
- to provide you with a brief background in the history of United Methodist worship;
- to help you understand the "means of grace" and how these contribute to a congregational system; and,
- to introduce you to the basic pattern of Word and Table with all of its constituent parts.

### **Pray this hymn/prayer:**

As a chalice cast of gold, / burnished, bright and brimmed with wine,  
make us, Lord, as fit to hold / grace and truth and love divine.  
Let our praise and worship start / with the cleansing of our hearts.

Save us from the soothing sin / of the empty cultic deed  
and the pious, babbling din / of the claimed but un-lived creed.  
Let our actions, Lord, express / what our tongues and lips profess.

When we bend upon my knees, / clasp our hands or bow our heads,  
let our spoken, public pleas / be directly, simply said,  
free of tangled words that mask / what our souls would plainly ask.

When we dance or chant your praise, / when we sing a song or hymn,  
when we preach your loving ways, / let our hearts add their Amen.  
Let each cherished, outward rite / thus reflect your inward light.

Thomas Troeger, "As a chalice cast of gold" from *Borrowed Light* (New York: Oxford, 1994) 129, alt.

**Listen** to lecture 1 "Foundations".

**Read:** Charles Wesley, "Describing Formal Religion"

**Respond:** On the "Formal Religion" forum, answer the questions (and raise your own) about Charles Wesley's hymns "Describing Formal Religion".

**Listen** to lecture 2 "Words for Worship".

**Read:**

Kenneson, "Gathering: Worship, Imagination, Formation"  
Phillips and Phillips, *In Spirit and Truth*  
John Wesley, "The Means of Grace"

**Respond** to the questions on the "Foundations and Definitions" forum.

**Listen** to lecture 3 "Basic Patterns".

**Read:** Hickman, *Worship Resources (WRUMH)*, 14-26

**Explore:** "An Order of Sunday Worship" in the *United Methodist Book of Worship (UMBOW)*, 13-39. Pay close attention to the commentary about the service and the many options possible within it. Note what parts of it seem to be required and what parts are optional.

**Read:**

Benedict, "Worship at the heart of the congregation's ministry system"

Hawn, "Keeping worship focused on Christ"

Benedict, "Ordering congregational life around the means of grace"

Phillips, "Whose worship is it anyway"

**Take the quiz--**This quiz, as will be all quizzes, is based on the assigned readings and is open book.

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## **Unit 2 Using the Hymnal and Its Resources: Hymns, Psalms, and Spiritual Songs (June 8-14)**

This unit is intended to help you:

- have a beginning knowledge of the shape of the hymnal and its resources;
- understand how to use the hymnal indices related to topic, scripture, season, and meter;
- be able to match a hymn text with an appropriate alternate tune;
- know multiple ways in which to use the Psalms in worship; and
- understand how to sing the Psalms.

**Pray:** "For true singing" in *The United Methodist Hymnal*, 69.

**Read:** Hawn, *One Bread, One Body*, 113-139

**Do** the "Using the Hymnal" lesson.

**Discuss:** Post your questions and comments on the "Using the Hymnal" forum. (The last page of the lesson will also provide a link to this forum.)

**Read:**

Hickman, *WRUMH*, 110-126

Vogel, "The work of singing the Psalms"

**Listen and Sing:** Hickman, on pp. 122-123, lists seven different ways of using the Psalms in worship. Vogel provides instructions about how to use the chant tones of the hymnal. Still it may be helpful to look at and hear several examples of the psalms being sung. First, in *The United Methodist Hymnal*, look at hymns 136, 138, and 518. These are all examples of what Hickman describes as "metrical psalms" (point 7 on p. 123). Then,

listen to the two examples included below. The first uses the chant tone and response 1 from p. 754 in the hymnal. On first listening, follow along. Then, listen again, this time singing along (you can do it--as will you hear, it doesn't matter how good your voice is!). The second example is a cantor and response pattern, similar to what Hickman describes in point 6 (p. 123). Here, in place of chant for the verse, the cantor sings a song setting. You will find the response for this setting at 2058 in *The Faith We Sing*. After listening to these examples, add your comments and questions to the "Using the Hymnal" forum.

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### **Unit 3 Christian Liturgical Prayer (June 15-21)**

This unit has three primary goals:

- To learn the shape of four types of liturgical prayer (greetings, collects, intercessions, and "lesser" thanksgivings);
- To understand the different purposes and uses of these prayer forms;
- To develop the ability to write each of the four types of liturgical prayer.

#### **Pray:**

We pray you, Master, be our help and protection.  
Save the afflicted among us, have mercy on the lowly.  
Raise up the fallen, show yourself to those in need.  
Heal the sick and bring back those who have strayed.  
Fill the hungry, give freedom to our prisoners.  
Raise up the weak, console the fainthearted.  
Let all peoples acknowledge that you alone are God,  
and Jesus Christ is your child,  
that we are your people, the sheep to whom you give pasture.

From "The Great Prayer of Clement of Rome," c. 100 AD, in Lucien Deiss, *Springtime of the Liturgy* (Collegeville: Liturgical Press, 1979), 83-84.

#### **Part 1: Corporate praying**

**Introduction:** Our praying, whether alone or in community, is always a kind of "theology in miniature". In public worship, however, we are always engaging in a form of communal prayer and theology. As a starting point for this exploration I offer a set of reminders or guidelines proposed by hymn writer Brian Wren in an article he called "Clunky prayers and Christian living." As a poet and hymn writer, Wren is trying to help us avoid "arrhythmic verbosity, shapeless prayer, and inadequate theology." [You can find the full article in E. Byron Anderson and Bruce Morrill, eds., *Liturgy and the Moral Self* (Collegeville: Pueblo Books / Liturgical Press, 1998), 181-192.]

**Read:** Brian Wren, "Clunky prayers"

**Respond:** What are some of the implications of Wren's concerns for you as a leader of corporate worship? Post your response on the "Clunky prayers" forum. (This forum allows you to respond to your colleagues as well.)

## **Part 2: Crafting Liturgical Prayer: Greetings / Opening Sentences, Collects, Intercessions and "Lesser" Thanksgivings**

Most of this unit is contained in the Liturgical Prayer lesson below. Before you begin the lesson, read the background material listed below. After you have completed the readings and the lesson, you should be ready to complete the Liturgical Prayer assignment.

**Read:** Hickman, *WRUMH*, 28-34, 43-46, 50-52

Saliers, *Worship and Spirituality*, chap. 6 "Remembering the World to God"

**Do:** Liturgical Prayer lesson

**Respond:** In the Liturgical Prayer lesson ("The Problem and Possibility of Intercessory Prayer") I used two quotes from Saliers, one focusing on a theology of intercession, the second focusing on the practice of intercession. On the "Remembering the World" forum answer the following questions: How do these two quotes help you think about the work of corporate intercessory prayer? What are some implications for you as a pastor?

**Discuss:** I expect you will have a number of questions about each of these four prayer forms. Post your questions on the "Liturgical Prayer Questions" forum for this unit. We'll answer your questions as they appear.

**Written Assignment:** Complete the Liturgical Prayer Assignment. Before you submit it in Moodle review it *carefully*: Are all of the component parts there? Have you used the correct Scripture texts? Check spelling, grammar and punctuation. Then, submit it through Moodle. *This assignment is due no later than Friday, July 20.*

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## **Unit 4 Proclaiming Christ in Word and Time (June 22-28)**

This unit has five goals, divided across three subunits:

- To understand the place of the Scripture in Worship;
- To understand the practical and theological shape of the Lectionary;
- To explore the chronological and theological shape of the Christian Year and its relationship to the church's use of scripture in the revised common lectionary;
- To explore the shape and intent of Daily Prayer;
- To develop an understanding of the historical liturgical use of psalms in daily prayer.

Note that each of these subunits has an "application" component, all of which must be completed before the end of the week.

**Pray:**

God of all glory, on the first day you began creation, bringing light out of darkness. On the first day you began your new creation, raising Jesus Christ out of the darkness of death. On the Lord's Day grant that we, the people you create by water and the Spirit, may be joined with all your works in praising you for your great glory; through Jesus Christ, in union with the Holy Spirit, we praise you now and forever.

From *Book of Common Worship* (Louisville: Westminster John Knox, 1993), 51.

**A. Christian Proclamation: The Word in Worship**

**Read:**

White, *Introduction to Christian Worship*, chap. 6, "Service of the Word"  
Ramshaw, *Three-Year Banquet*  
Schmidt, "The Living Word"  
Eslinger, "Creating space for proclaiming the Word"

**Review:** "Use of Scripture in the Revised Common Lectionary" [document on Moodle]. In this document I've tried to provide you with an overview of where and how various books of the Bible are used throughout the three year lectionary cycle.

**Discuss:** On the "Three-Year Banquet" forum post your questions and musings in response to Ramshaw's book and to the questions she poses at the end of each chapter.

**Do** the "Practicing with the Lectionary" lesson. (It is short--4 questions!)

**Application:** Read the "Proclaiming the Word" resource on Moodle and follow the instructions there.

**B. Christian Time: The Christian Year**

**Listen** to the lecture "Introduction to Liturgical Time"

**Read:** Stookey, *Calendar*, pp. 15-157, and appendix 2

**Discuss:** Review Appendix 2 "Forgetting what you were always taught" in Stookey's *Calendar*, pp. 158-161. On the "Calendar" forum write 200-300 words exploring how *three* of his "if you were taught this...consider this" prompt changes in your own understanding of the church year and discussing the implications of these changes for your pastoral leadership.

**Application:** Find two hymns and one prayer from *UMH* and *UMBOW* that are appropriate to the season, the day, and the appointed lectionary readings for the following three Sundays in lectionary year C: Second Sunday of Advent, Third

Sunday of Easter, and Fourth Sunday after Pentecost. Post these on the Hymns and Prayers for the Church Year forum with a brief explanation of your choices.

### **C. Christian Time: Daily Prayer**

**Read:**

Pfatteicher, "Daily Prayer"  
Hickman, *WRUMH*, 177-198

**Listen** to the lecture "Daily Prayer"

**Explore:** *UMH* 876-879 and *UMBOW* 568-580.

**Application:** Use one of the Daily Prayer resource links on Moodle and pray the daily office on at least three consecutive mornings or evenings. After three days, write a 200-300 word reflection on your experience with it. Post this reflection to the "Daily Prayer" forum. You should have this completed no later than August 5.

**Quiz:** Complete the quiz on the readings for this unit.

**Application:** You now have all of the basic parts needed to construct of service of Word and Table. By no later than August 5, complete the Annotated service of Word and Table assignment. Its instructions are included on Moodle.

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### **Reading Week: June 29-July 5**

#### **Unit 5: Eucharist: Living into the Mystery (July 6-12)**

There are three primary goals for this unit:

- to introduce you to basic historical and theological questions concerning eucharistic practice and understanding;
- to identify and explore key United Methodist understandings of the eucharist;
- to prepare you to lead the church's celebration of the eucharist in prayer and action.

**Pray:**

Author of life divine, who hast a table spread,  
Furnished with mystic wine and everlasting bread,  
Preserve the life thyself hast given, and feed and train us up for heaven.  
Our needy souls sustain with fresh supplies of love,  
Till all thy life we gain, and all thy fullness prove,  
And, strengthened by thy perfect grace, behold without a veil thy face.

Charles Wesley, *Hymns on the Lord's Supper*, 1745

**Read:**

Stookey, *Eucharist*

Wesley, "Duty of Constant Communion"

*This Holy Mystery*

Anderson, "The role of the presider"

Benedict and Hook, "The role of deacons and assisting ministers"

*Optional Readings:*

*Living into the Mystery*

Hickman, "The Work of Communion stewards, servers, and altar guilds"

Stookey, "Distribution of Communion by the laity..."

White, "Celebrating the Eucharist more vitally and more frequently"

White, "Who gets communion"

**Quiz:** Complete the open-book quiz on the readings for this unit.

**Discuss:** Write a 250 word entry on the "Eucharist Challenges and Implications" forum exploring one primary thing from the readings that challenged your understanding of the eucharist in a United Methodist context and discussing the implications of this for your pastoral leadership.

**Listen** to the lecture "The Shape of Eucharistic Praying"

**Watch** the "Presiding at the Eucharist" video/lecture. Post your questions about the lecture and the video to the "Presiding at the Eucharist" forum.

**Application:** Memorize the Great Thanksgiving, using either the text found on pp. 9-10 in *The United Methodist Hymnal* or the alternate text for general use found on pp. 78-79 in *The United Methodist Book of Worship*. *This will be submitted by video recording.*

Begin thinking about how you would answer the question "*What is the meaning and significance of the eucharist?*" and begin to sketch an answer for yourself. (This is one component of the final paper.)

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**Unit 6 Baptism: Water-washed, Spirit-born (July 13-19)**

Like the previous unit, this unit has three primary goals:

- to provide a general overview of the history, theology, and practice of Christian baptism;
- to help you understand United Methodist theology and practice of baptism;
- to identify and explore questions related to the practice of baptism in the church today.

**Pray:**

What king would wade through murky streams  
and bow beneath the wave,  
ignoring how the world esteems  
the powerful and brave?

*Water, River, Spirit, Grace,  
sweep over me, sweep over me—  
re carve the depths your fingers traced  
in sculpting me.*

Christ gleams with water brown with clay  
from land the prophets trod.

Above him while the clouds give way  
descends the dove of God.

*Water, River, Spirit, Grace,  
sweep over me, sweep over me—  
re carve the depths your fingers traced  
in sculpting me.*

Come bow with Christ beneath the wave.

He stands here at your side  
and raises you as from the grave  
God raised him crucified.

*Water, River, Spirit, Grace,  
sweep over me, sweep over me—  
re carve the depths your fingers traced  
in sculpting me.*

The refrain for this is found in *The Faith We Sing*, 2253. Thomas Troeger “Water, River, Spirit, Grace,” *Borrowed Light* (New York: Oxford, 1994), 30. You can listen to it [here](#).

**Read:**

Stookey, *Baptism*, pp. 11-158

Wesley, “On Baptism”

*By Water and the Spirit*

Felton, "Reclaiming the centrality of Baptism"

Benedict, "How to introduce Baptism by pouring or immersing"

Ruth, "Creating space for Baptism"

Hickman, *WRUMH*, 86-109

**Quiz:** Complete the open-book quiz on the readings for this unit.

**Listen** to the lecture “The Renewal of Baptism”

**Watch:** "How do we baptize" from the *Baptism in the United Methodist Church* DVD (10 minutes, link provided on Moodle). This DVD was developed by United Methodist Communications as a companion to *By Water and the Spirit*. The DVD should be available from Cokesbury. It includes similar short segments addressed to children and youth, as well as another segment for adults entitled "Why do we baptize?"

**Discuss:** Write 250 words on the "Baptismal Challenges" forum exploring one primary thing in the readings that challenged your understanding of baptism in a United Methodist context and discussing the implications of this for your pastoral leadership.

**Application:** Practice a baptism! Use Baptismal Covenant II in *The United Methodist Book of Worship* to do the following:

- 1) Review the rubrics and commentary for the liturgy.
- 2) Read the liturgy out loud to yourself. Note the different persons who are to be involved in the service, actions and gestures, sequence of events.
- 3) Perform a physical and verbal enactment of the liturgy in your worship space. (You will find it helpful to use a doll and perhaps to involve a colleague or family member to assist you with the congregation parts.)
- 4) Answer the following questions on the "Baptismal Practice" forum: What did you discover? What did you forget? (Got water?) What new questions emerged for you?

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## **Unit 7 Pastoral Rites (July 20-26)**

The goals for this unit are four-fold:

- to explore what the church is or might be doing with these pastoral rites;
- to review the basic shape and practice of the United Methodist pastoral rites;
- to enable you to know how to work with the component parts of these rites; and
- to develop the ability to plan at least one of these rites.

*Note that the application assignment for this unit is a small group project, so it will help you to get started on this unit early in the week, perhaps even earlier. Do not, however, attempt the assignment unless you have completed the readings related to it!*

**Pray:** A prayer by Howard Thurman, "For holiness of heart" in *The United Methodist Hymnal*, 401.

**Listen** to the lecture "Pastoral Rites." This serves as a general introduction to all three rites.

### **1. Healing and Anointing**

**Read:**

Cuenin, "History of healing and anointing in the church"  
Glen, "Rites of Healing"

**Explore** the hymns and prayers on healing found in *The United Methodist Hymnal* and *Book of Worship*. See UMH 262-266 and 458, TFWS 2177 and 2213

**Read and review** the United Methodist Healing Services and Prayers, beginning on p. 613 in UMBOW. Note carefully the meanings intended, the actions required, and the range of scriptural images.

**Discuss** what you have read, heard, and seen in these resources on the "Healing" forum. This is an open forum for observations and questions.

## **2. Death and Resurrection**

### **Read:**

Anderson and Foley, Ch. 6 "Encountering Death"  
Hickman, "The Ministry of the Church at Death"  
Hickman, WRUMH, 145-176

**Read and review** the United Methodist Services of Death and Resurrection beginning on p. 139 in UMBOW. Note carefully the meanings intended, the actions required, and the range of scriptural images. Pay especially close attention to the ten items on pp. 140-141.

**Discuss** what you have read, heard, and seen in these resources on the "Death and Resurrection" forum. This is an open forum for observations and questions.

## **3. Marriage**

### **Read:**

Anderson and Foley, Ch. 5 "Preparing for Marriage"  
Hickman, WRUMH, 127-144  
Quivik, "Life Passages, Occasional Services, and Cultural Patterns"

**Read and review** the United Methodist Services of Christian Marriage beginning on p. 115 in UMBOW. Note carefully the meanings intended, the actions required, and the range of scriptural images.

**Discuss** what you have read, heard, and seen in these resources on the "Marriage" forum. This is an open forum for observations and questions.

**Application:** Working in the small groups to which you were assigned after indicating your preference earlier in the semester, develop an annotated and congregation version of one of three pastoral rites (Marriage, Healing and Anointing, or Death and Resurrection). Each group's work will be done on a Moodle wiki page specific to the particular rite. The requirements for each service are spelled out in the respective assignments below as well as on the home page for each.

Instructions about using the Moodle wiki page for your group are provided with links on the course Moodle page.

After each group has completed its liturgy, read and review the liturgies created by the other groups. Post your comments and questions about what you see in each of these liturgies on the "Pastoral Rites" forum.

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## Unit 8 Reform and renewal/religious diversity (July 27-August 2)

The goals of this unit are to:

- provide an introduction to questions about worship from particular ethnic/racial traditions;
- to explore some questions and practices about planning worship in increasingly diverse communities;
- to consider some questions about what it means to plan worship with non-Christians; and,
- to consider the importance of good planning.

**Pray:** A prayer of Mechtild of Magdeburg, "Praising God of Many Names" in *The United Methodist Hymnal*, 104.

**Read:**

Hawn, *One Bread, One Body*, 1-34, 141-176  
Erickson, "Living, Serving...Praying"  
Gordon and Perdeu VanSlyke, "All flesh shall come"  
Langer and Perdeu VanSlyke, "Interreligious Worship"  
Schnase, "The Practice of Passionate Worship"

**Listen** to the lecture "Renewing Worship"

**Discuss:** (You might actually be tired of discussion by now, but this is the last!) Hawn provides "ten strategies for cultivating common prayer." On the "Common Prayer" forum, write 200-300 words in which you respond to strategy 5 and to one other strategy of your choosing. With the latter, begin by telling us why you chose it. As a framework for this response, you might simply ask "What are the challenges and implications of this strategy for my church context?"

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## Unit 9: Final Paper Due August 12

**The goals for this paper are to:**

- demonstrate a beginning integration of UM sacramental theology;
- prepare you to answer the United Methodist disciplinary questions regarding the meaning and significance of the sacraments; and
- demonstrate your initial ability to teach something about Christian worship in a UM context.

The final paper has *two required components*:

a) A 3500-4000 word *theological position paper* in which you answer the question "What is the meaning and significance of the sacraments?" with

particular reference to Baptism *and* Eucharist. In this paper you will develop your theology of these sacraments in conversation with, and as a reflection of, the sacramental theology of The United Methodist Church. Your argument should draw on and be supported by the assigned readings for the course as well as the official liturgies of the church.

b) A *lesson plan for one teaching session* (for a specific age group within your congregation), developed in light of what you have written about the meaning and significance of the sacraments, that invites exploration of one of the main ideas expressed in your theological position paper.

The design of this teaching session *must include*:

1. a description of the context in which the program will occur (where, when, what age group);
2. a goal statement for the session (what you want students to learn or be able to do as a result of this session); and
3. a detailed lesson plan for the session, in which you provide a complete description of the resources you will use, what you will do, what you will say, and how you will say it. (You might think about this as a “script for a play”—including a listing of all “props”, all stage directions, and the script of what is to be said.)

**Course evaluation:** After you have submitted your final paper complete the *course evaluation questionnaire*. You will receive a SmartEvals email for an online form.