Course Description: This course examines United Methodist worship from historical, theological, and liturgical perspectives.

This course seeks to provide a foundation/guideline for those tasked with planning and leading worship in United Methodist congregations. It focuses both on developing a basic theology of Christian worship while also attending to the “mechanics” of liturgical leadership. It values the particular, local context while also affirming the need for worship to be rooted in something beyond the local congregation. To this end, the course will seek to provide an historical orientation to Christian worship in the Wesleyan tradition, while also exploring the pastoral and pragmatic dynamics of leading worship in the local congregation. Finally, this course seeks to construct a liturgical worldview that is ecumenically informed.

Method: Because this course centers on worship practices it will have a strong “hands on” emphasis. Students are required to practice leading various aspects of worship. The class will also be shaped around discussions of the primary course material.

Required Texts:
***Other selected readings will be made available on Blackboard and via the web (see below)***

Denominational Texts

Primary Learning Objectives:
By the end of the course, students will:
- have formed a basic liturgical theology; that is, they will be able to think critically about the practices of Christian worship in the Wesleyan tradition and articulate a biblical and historical foundation for it;
- have developed an understanding of the history of United Methodist worship and its relation to the broader Christian tradition;
- have a greater awareness of her/his own gifts for leading in Christian worship and have sharpened those skills to lead with excellence in the local congregation.

Course Requirements:
Attendance, Preparation and Participation: (15% of grade) Class participation is a key to meeting the course objectives. Please consult with the instructor ahead of time if you believe you will have difficulties in this area. Because this is a week intensive course, students are also advised to plan
accordingly with their reading (particularly the White and Cherry books).

**Please note: on January 7 students will need to bring a baby doll (yes, a baby doll!) to class as well as a cup and plate to practice administering infant baptism and the Lord’s Supper.

**Morning/Evening Prayer Assignment (10% of grade)  DUE January 16th**
Throughout the course students will participate in morning and evening prayer as Wesley practiced via his Anglican heritage. Morning prayer will be held in class while students will be expected to pray the evening service on their own. The text will be provided in the first class session. Students will submit a 3-5 page reflection paper on their experience.

**Observation of a Local Congregation (20% of grade)  DUE January 30**
*While students will not be required to submit a written draft of this project until January 30. It is expected that students begin the observation process prior to the course. You will be working with your study of the local congregation throughout the class times.*

Choose a United Methodist worshipping community with which you are quite familiar. Your observation of this particular congregation will serve as your own “case study” throughout the course, so please be as thorough as possible.

1. In 300 words or less, identify the community’s particular history. Be sure to note anything from the congregation’s history that might have influenced their worship practices.

2. In 250 words or less, identify the social, cultural, and economic makeup of the community.

3. In 500 words or less, describe the location of the place of worship (e.g., main highway, rural area, urban center, etc.) and the physical features (architectural style, internal layout, furnishings, decoration) of the principal worship space. Include a sketch of the space with the main areas and furnishings identified.

4. In 500 words or less, identify the principal worship leaders (e.g., clergy, lay leaders, musicians) for this community and discuss their styles of worship leadership (since the instructor alone will read this information and will keep the material confidential, honesty is encouraged).

5. Provide worship bulletins/leaflets for 2-3 different Sundays of services (from the same time of service, e.g., 11:00, if a congregation offers multiple services) you have attended in this community. Be sure that the bulletins clearly demonstrate what occurred during the services, taking care to fill in the gaps (provide lyrics of songs, etc.) if the bulletin does not. If the community does not use print outlines, either obtain the order of service from the community’s leadership or reconstruct the order with as much detail as possible (Songs, Scripture, Prayers, etc.).

**Liturical Presidency Project (25% of grade)**
At the beginning of the week each student will select in coordination with the instructor her/his own “project” designed to practice leadership in worship. This is intended to aid the student in her/his own context and will, therefore, vary according to each student. For instance, musicians may want to practice leading a set of hymns or worship songs, pastors may wish to practice their presidency at the Lord’s Supper. Time will be devoted throughout the week to allow each student to practice their “project” with constructive feedback.

**Design a Worship Service (30% of grade)  DUE March 13th**
Design a corporate worship service for the community you have selected. Provide a commentary for the service that you develop.

1. The service will be designed to reflect the readings for a typical Sunday in the year*:  
   a. Job 42:1-6, 10-17; Psalm 34:1-8; Hebrews 7:23-28; Mark 10:46-52  
   b. Ruth 3:1-5; 4:13-17; Psalm 42; Hebrew 9:24-28; Mark 12:38-44
c. 1 Samuel 1:4-20; Psalm 113; Hebrews 10:11-14, 19-25; Mark 13:1-8

2. The service will include:
   a. one original collect, prayer of confession, or opening prayer**
   b. one original prayer of thanksgiving or prayer of intercession**
   c. one or more of the text for the day (above)
   d. a one paragraph summary of the sermon focus

3. Provide the complete text of the liturgy as the presider would have it (first line names and tunes for all hymns, full wording for all other elements). It is not necessary to type out hymn texts, ecumenical creeds, and scripture lessons. However, if a student is designing a service for a congregation that does not use a hymnal, please include the lyrics to the songs.

4. In the commentary for the order of service, be sure to discuss:
   a. why a particular element is placed where it is in the order (e.g., How does it relate to that which precedes and follows? How does it fit into the overall framework of the service?)
   b. why the content of the element is appropriate to the service (e.g., why a particular song was chosen)
   c. why changes were made (if any) from the form currently in use by the community

*Even if your congregation does not follow a lectionary, you will be expected to demonstrate an ability to craft a service that is shaped by these four passages.

**If your congregation prays extemporaneously, be true to your context, but write out an example of the prayer.

Course Schedule
-Day One (January 5): Establishing a Foundation
   Readings:
   1. Cherry, *The Worship Architect*, Introduction, Phase One, Phase Two (pp. xi-121), and Principles of Worship Style (pp. 221-242)
   2. White, *Intro...*, Preface, chapters 1-3 (pp. 13-109)

Prepared for class:
1. Be prepared to discuss your observations from your local congregation.

-Day Two (January 6): The Sunday Service
   Readings:
   1. Cherry, *The Worship Architect*, Phase Three (pp. 125-218), Phase Five (pp. 259-271), and “A More Excellent Way” (pp. 243-257)
   2. White, *Intro...*, chapters 4-6
   3. Westerfield Tucker, “Form and Freedom: John Wesley’s Legacy for Methodist Worship” in *The Sunday Service of the Methodists* (Nashville:
   (Nashville: Kingswood, 2005): 189-204. [Blackboard]

Prepared for class:
1. Please bring to class an Order of Worship from the congregation you observed.
2. Using Romans 6:3-11 as your text, craft a collect to be used in the context of a Sunday service.
3. Be prepared to read 1 Peter 2:9-10 out loud in class.

-Day Three (January 7): Sacraments
Readings:
1. White, Intro..., chapters 7-9;
   (Intro, Chp 4, 20-21)
4. Summers, “Objections to Infant Baptism Answered” in Baptism: A Treatise...
   (Richmond/Louisville: John Early, for the Methodist Episcopal Church, South, 1852): 45-52 [Blackboard]

Prepared for class:
1. Spend some time prior to class looking at the services for Baptism and Eucharist (Lord’s Supper) in the Book of Worship (“A Service of Word and Table I,” 33-39; and “The Baptismal Covenant I,” 86-94) please bring your book to class. What similarities/differences do you notice between our primary sources and the denominational texts?
2. Please bring a baby doll to class as well as a cup and plate for practicing infant baptisms and administration of the Lord’s Supper.

-Day Four (January 8): Special Services
Readings:
1. White, Intro..., chapter 10
3. “A Service of Death and Resurrection” in The United Methodist Book of Worship, 139-157 [Blackboard]

Prepared for class:
1. Please also take a look at the “A Service of Christian Marriage I,” in The United Methodist Book of Worship, 115-127. Be prepared to discuss the service—what values are communicated by the service? What are the “high points” and focus of the service?
-Day Five (January 9): The Sunday Service (revisited)

Readings:

3. “Six Things That Have Changed Since I Began Leading Contemporary Worship” [Link]

Prepared for class:

1. Using the local congregation you selected for your observation as the context, select five songs to be used in a Sunday service during the season of Advent. Use Psalm 132, 2 Sam 7.1-16, Acts 13.16-26, and Luke 1.67-79 as the texts for the day.

Seminary Standards:

A. Inclusive language
United Theological Seminary has an official policy regarding the use of Inclusive Language. The policy may be found in the Seminary Catalog and further explained in the Student Handbook. If you have specific questions, please see the instructor.

B. Academic Integrity
Student integrity regarding all work assigned in this class is a basic expectation of the Seminary community. A detailed policy regarding what constitutes a violation of academic integrity can be found in the Student Handbook.

C. Statement on Disability
Any student who may need accommodation based on the impact of a disability should contact the Registrar’s office.