

Asbury Theological Seminary ePLACE: preserving, learning, and creative exchange

Syllabi

eCommons

1-1-2004

WO 515 Sacramental Theology: Christ in the Church

Lester Ruth

Follow this and additional works at: <http://place.asburyseminary.edu/syllabi>

Recommended Citation

Ruth, Lester, "WO 515 Sacramental Theology: Christ in the Church" (2004). *Syllabi*. Book 1580.
<http://place.asburyseminary.edu/syllabi/1580>

This Document is brought to you for free and open access by the eCommons at ePLACE: preserving, learning, and creative exchange. It has been accepted for inclusion in Syllabi by an authorized administrator of ePLACE: preserving, learning, and creative exchange. For more information, please contact thad.horner@asburyseminary.edu.

WO 515 Sacramental Theology: Christ in the Church (3 Credit Hours)

ExL Section, Fall 2004

Course website: www.asburyseminary.edu/classweb/wo515

Dr. Lester Ruth

This course will involve multi-media instruction. Students will be expected to 1) have familiarity with the First Class Client email system and ability to use it; 2) have a computer to run the class CDs and/or time to access the CDs on reserve in the library, using computers there; and 3) have use of a computer with Web capabilities in order to access the class website.

Note: WO515 fulfills a Proclamation core elective requirement in the M.Div. curriculum.

Describing WO515

If Jesus Christ is truly and fully both God and human—God Incarnate, raised from the dead—what should that mean for Christian worship? Emphasizing Jesus Christ as the meeting point—a new tabernacle of encounter—between the living God and humanity—this course will seek to answer that question by considering the worship in a single, rural church in the South (Fellowship Methodist Church). WO515 is about trying to address one of the deepest hungers of the human heart: to encounter the Presence of God, particularly in this activity we call worship. In WO515 we will spend our time prayerfully considering how to plan and lead worship to facilitate this encounter if we were the pastor in this church.

Our explorations in this manner will be gathered under the term “sacrament.” In this class this term will refer not first of all to the sacraments but to Jesus Christ as the embodied, tangible Presence of God in the world. In this class it will also refer, since the Ascension and the outpouring of the Holy Spirit, to the church as the Body of Christ as the continuing tangible temple for God in the world. Of course, we will consider deeply the sacraments (baptism and the Lord’s Supper), but this consideration will be placed in the context of first considering the nature of Jesus Christ and His church. Indeed, Jesus Christ and His church will be both foreground and backdrop in this class for considering all the things we often associate with worship: Scripture, prayer, music, fellowship, etc.

With this theological method in mind, what specifically will this course be about? To summarize, WO515 will be about....

- ...forming students for leading worship in Christian communities (the focus is on corporate worship, not individual experience of worship) in certain key facets;
- ...having a key theological conviction of the Christian faith guide our exploration (the class will be spent in extended reflection on the implications of that compelling theological conviction for Christian worship); and
- ...pursuing a recurring, imaginative placement of the student as a leader within a hypothetical Christian community, giving her/him a chance to see the theological implications in a realistic pastoral situation.

With this brief introduction and summary, one can see how the course fulfills its catalog description: “This course is a basic worship course designed to prepare people in initial skills needed to lead worship in local congregations today. The underlying presumption is this theological notion: fundamentally there is only one sacrament now (the church as the tangible sphere for Christ’s ongoing presence in the world). The essential question directing the class will be this: how is Christ’s presence manifested in a church’s worship? We will answer this question by looking at how Christ is present in the individual elements of worship as well as considering how these individual elements work together as a holistic manifestation of Christ’s presence.”

Professor’s information:

Dr. Lester Ruth; BC (Beeson) 218; 859-858-2175 or 859-219-9166; fax is 859-858-2026; lester_ruth@asburyseminary.edu; official office hours: 1:30-3:00 on Tuesdays and 9:30-10:30 on Wednesdays. Generally my availability will be much greater all day Monday, all day Tuesday, and Wednesday morning, the times I will be on the Wilmore or Orlando campuses. Other times can be scheduled. Telephone calls are much preferred over emails at any time and will be responded to more

quickly. With reference to email, I will respond more quickly to emails sent to this course's email "office." (Go into the course folder and click on "office" to address an email in this way.)

I will have my regular time to check on WO515-related emails and discussions on Tuesday and Friday mornings.

Student's information: Course expectations for the student

The student is expected to bring eagerness, openness, punctuality, and keeping up with reading and assignments. The course also expects the student to think and aim for deepened understanding that goes way beyond memorization. Because this course requires a fairly steady routine of assignments and exercises, constant, regular attention to the class is a must to be fully prepared to participate. And full preparation is critical in an ExL class. Finally, because the course might be introducing you to new ways of thinking about worship, prayerful openness to new insights is critical. Imagining yourself as leader in a church whose style is not your natural home might require the same, too.

After several years of teaching ExL classes, I have decided that one of the most fatal flaws a student can bring to any ExL class is a failure to build class work into their normal weekly routine. It is too easy to think that, because there is no regularly scheduled class time where you must show up in a certain place, you will squeeze your ExL work in the margins of your life. It seems to me that this approach rarely works and often contributes to diminished learning and poor assignments. My very strong recommendation is to carve out regular "class time" for this ExL class to review the assigned materials, do the exercises, and participate in the email discussions. This is the approach I follow myself.

Student's information: Course objectives

Students completing this course will be able to:

- articulate a theology of the church as the sacrament of Christ;
- know Wesleyan criteria for discerning being moved by Christ in worship;
- discern Christ's presence in classic texts for Christian worship;
- know principles for preparing worship where different venues for Christ's presence work together cooperatively;
- assess how a congregation understands Christ to be present in its midst while making pastoral suggestions for deepening the congregation's experience of Christ in worship.

The achievement of these objectives should enable the student to do the following:

- understand the diversity of Christian worship practices, along with self-critical appraisal of one's own approach;
- enrich congregational worship through prayer, Word, and sacraments, making sound worship decisions informed by a variety of sources for theological thought.

What the Student Needs for This Course: Required "Texts" and Other Items

•A CD set (two CDs) which should already be sent to you. Please contact the ExL office immediately if you do not have these CDs. Contact the ExL office (type that in the address line of an email in First Class) if you have any difficulties running these. If you have trouble running the digitized video on the CDs, make sure you have you have Quicktime 6 or higher installed on your computer. It is available on the CDs. When running the CDs, turn up the sound on your computer's speakers beforehand. The sound quality on some videos is marginal.

CD #1 contains the material for Fellowship Methodist Church, which we will call our Touchstone Church. It also contains the materials for module #1 (Christ, the Sacrament of God's Presence). This church is a semi-fictitious congregation that we will use for assignments and discussion. See below for more information.

CD #2 contains the material for modules #2 (Christ's fundamental ministries), #3 (Discerning the Presence of Christ), and #4 (Further ministries of Christ).

Please note that these CDs are the property of the seminary and must be returned at the end of the semester. Copyrighted materials on the CDs are only for your use as a student in this course. They should not be distributed more widely.

Please note, too, that the sound quality on some of the video worship segments is not good. Turn up the sound on your computer's speakers before playing. For the worship service of the Touchstone

Church, a complete transcript of the service can be found in the course center in the class folder in First Class.

•A book and a course packet bought from the bookstore: The only book to buy is *Holy Communion* (Abingdon, 2003). (This is a book of prayers, called Great Thanksgivings, for the Lord's Supper. Note that Holy Communion need not be bought if the United Methodist *Book of Worship* is already owned.) You should also buy the course packet with additional readings that will be available from the Cokesbury bookstore.

•Something to keep as a journal as you devotionally use Charles Wesley's *Hymns for the Nativity of our Lord* (available on the course website) and the book entitled *Holy Communion*. More information on the assignment is given below.

•Materials to practice baptism and Communion or to do the alternative exercises if one is not on a track for ordination as an elder/presbyter. To practice baptism and Communion it would be best to do so with some sort of congregation, if at all possible, and in a space regularly used for worship. Baptism must include the baptism of an adult and a child. These exercises (sacramental or not) are to be tape recorded and sent to the professor by standard mail at this address: Asbury Theological Seminary, SPO 937, 204 N. Lexington Ave., Wilmore, KY 40390. More information on this assignment is given below. If at all possible, please send the tapes as standard VHS tapes. Due dates are given below.

The Class Website

www.asburyseminary.edu/classweb/wo515

Logon: wo515

Password: presence

The class website has additional material on the Touchstone Church (Fellowship Methodist Church), Charles Wesley's *Hymns for the Nativity of our Lord*, and the powerpoint slides you see in the lectures.

The Touchstone Church

The Touchstone Church for this course is Fellowship Methodist Church, a small church in the rural south. You will need to repeatedly imagine yourself as the pastor of this congregation for the assignments in the class. More information on the church can be found on the class website.

The Organization of the Course: 4 Topical Modules

After becoming familiar with the Touchstone Church, there will be four distinct sections of the course. Each of the sections, called a module, is organized around a certain topic and will have its own set of learning goals. The modules will be of varying length in this course. Please see the schedule below to know the times and work associated with each module. Students are expected to achieve an acceptable quality of work on every learning goal in all modules. Here are the modules and their learning goals:

Module 1: Christ, the Sacrament of God's Presence. The goals are to be able to explain and interpret the theological premise of this course, namely, the sacramentality of Jesus Christ and the Church as a basis for Christian worship. The student should also become aware of her or his beginning presumptions about Christ's presence in worship as well as develop empathy for the piety of the people in the Touchstone Church.

Module 2: Christ's Fundamental Ministries in Worship: The goals in this module are to be able to describe Christ's ongoing ministry in worship, recognize the dynamics of Christ's holistic activity in worship, and then apply these insights into enriching the worship of the Touchstone Church.

Module 3: Discerning the Presence of Christ: The goal in this module is to be able to gain perspective on the subtleties of becoming aware of Christ's presence in worship, particularly by looking at some important aspects of Christian worship (fasting, silence, music, and space).

Module 4: Further Ministries of Christ in Worship: The goal in this module is to apply the insights learned in the course so as to make clear Christ's ministry in weddings, funerals, and other pastoral rites.

Grading and Assessment: A Summary

Passing the course and the semester grade will be based on several items: 1) an overall satisfactory level of Preparation and Participation (P&P) in the course and 2) grades on four assignments spread out through the semester. If the Preparation and Participation level has been satisfactory, then the grades on the four elements described below will be considered to give the course grade. Two videotape assignments are also to be submitted as described below.

Grading and Assessment: Preparation and Participation

At the end of every week, you will be sent an email asking you to fill out a report assessing the preparation and participation of those with whom you worked in that class that week. Please fill out this report, including an assessment of your own preparation and participation. Complete each week's report sometime on Friday, Saturday, Sunday, or Monday. The information from these reports will be passed to me anonymously. I will not know who sent in what report.

To pass the Preparation and Participation aspect of the course, at least 75% of a student's Preparation and Participation reports must note that the student had satisfactory or excellent preparation and participation (please see immediately below or at Appendix B). If more than 25% of the reports note unsatisfactory preparation and participation, the student will not pass.

Please note that a mention of "supremely excellent" will offset a mention of "unsatisfactory" preparation and participation.

Presume that you are doing satisfactorily in Preparation and Participation (P&P) unless the professor notifies you. The professor will monitor carefully the P&P sheets turned in for each student and will notify the student if any troublesome trend develops.

Why is the Preparation and Participation assessment so important? Because the course is structured as an active learning environment in which your prepared, active participation is vital not only to your own learning but to your classmates'. If you do not work hard, you impoverish not only your own learning but also your fellow classmates'. AT A MINIMUM EACH STUDENT SHOULD PARTICIPATE IN THE CLASS DISCUSSIONS (WHETHER SMALL GROUP AND PLENARY AS SPECIFIED BY THE PROFESSOR IN THE ASSIGNMENT) 3 TIMES PER WEEK. THIS IS A MINIMUM THRESHOLD. STUDENTS ARE ENCOURAGED TO BE MUCH MORE ACTIVE.

Here are the criteria we will use to assess preparation and participation (see also Appendix B): **Satisfactory** preparation and participation by a student shows the following characteristics:

- Contributed regularly and consistently to discussions; satisfied syllabus requirements for postings
- Has completed all the exercises and assignments assigned for the class
- Demonstrates engagement and interest with the class and the material
- Can show going beyond mere repetition of the material to be read and reviewed by asking questions or making comments that show her or his own insights on the material; this can be shown by insightful integration of today's material with other course material; can discuss viewpoints with intensity but without combativeness or abusiveness
- Facilitates learning by others on the material by asking key questions, making helpful explanations or insights, and/or providing useful summary
- Can listen well and at the right time

Unsatisfactory preparation and participation by a student shows the following characteristics:

- Did not contribute regularly to discussions; did not satisfy syllabus requirements for postings
- Did not complete all exercises and assignment assigned
- Acts dismissive, uninterested, or abusive toward the material, the class, or other class members; perhaps combative; postings are perfunctory or simple one phrase affirmations
- Shows no familiarity with the material or only the most rote, preliminary sort of repetition of the material to be read or reviewed; perhaps shows no ability to think beyond pre-formed opinions
- Does not help the learning of others or actually detracts from the learning of others
- Does not listen well and at the right time

Students can also indicate those who have supremely excelled at preparation and participation for the week.

Grading and Assessment: The Four Graded, Averaged Assignments

If the Preparation and Participation (P&P) level has been satisfactory as described above, then the points from the following four assignments will determine the semester grade (see Appendix D to look at the professor's worksheet for calculating semester grades):

- 1) Assignment #1: newsletter articles with commentary describing how Jesus Christ is the basis for understanding Christian worship (the theological premise of this course);
 - details: write 3 articles of appropriate length and language for the monthly newsletter of Fellowship Methodist church. In these articles your job is to teach this church the manner in which understanding Jesus Christ is the theological basis for understanding what is happening in Christian worship. Provide both copies of the newsletter articles as you would submit them for publication in the newsletter and expanded copies of the articles in which you provide commentary on your own articles, interpreting in fuller detail why is it that you say the things you do.
 - objective of this assignment: to show that you can explain and interpret a theology for Christian worship that centers on Christ Himself.
 - due: Friday, October 8, 11:59 p.m. (Eastern time)
 - grading range: 0-30 points (expectation for B- = 24 points)

- 2) Assignment #2: choose one of the following: a plan of pastoral action for enriching the administration of sacraments at Fellowship Methodist Church **OR** a plan of pastoral action for enriching the regular Sunday worship service at Fellowship Methodist Church
 - details: write a plan of pastoral action of no more than 12 pages (double spaced, Times Roman 10 point type) outlining the what, when, how, and why of enriching the administration of sacraments at Fellowship Methodist Church or the regular Sunday worship at this church. Assume that the current sacramental practices are the following: baptisms are done privately (adult baptisms at the creek; see the website) or as a quick "tack on" to the beginning of a service (infant baptisms), with a minimal amount of water and little preparation and with a perfunctory use of the service in the United Methodist *Book of Worship*; the Lord's Supper is done monthly as a quick ending on Sunday worship, completely open to all, with the Words of Institution (Jesus said, "This is my body...this is the blood...") as the only thing said before inviting people. The people receive kneeling at the altar from small crackers and glasses while the piano plays solemn pieces in the background. If you choose the second option of planning for enriching Sunday worship, assume that the worship on the CD is a typical service.
 - objective of this assignment: to show how you can explain, integrate, and apply insights gained from module 2 in an appropriate manner to this particular congregation to enrich some critical aspect of its worship; the emphasis is on holistic enrichment incorporating all venues for experiencing Christ's presence.
 - due: Tuesday, November 30, 11:59 p.m. (Eastern time)
 - grading range: 0-40 points (expectation for B- = 32 points)

- 3) Assignment #3: a plan of pastoral action for doing weddings, funerals, and contemplating other pastoral rites in Fellowship Methodist Church
 - situation: The chair of the church's Administrative Council has approached you about developing a policy for weddings in this church. (It has no such policy.) This comes on the heels of a troublesome wedding for the granddaughter of a marginal member of the church, a wedding in which CDs of the music group Dixie Chicks played a prominent role. The chairperson is upset, has heard that other churches have a wedding policy, and wants to create a policy to avoid such a wedding "spectacle" (the chair's words) again. Although you can see the value in such a policy, you have been prayerfully considering the insights from WO515 and feel that this might be an opportunity to develop not only a narrow policy dealing with prohibited behaviors but also a plan of pastoral action by which Christ's presence might be made more manifest in how this church does weddings, funerals, and other pastoral types of services (How else did Jesus minister to people and how does Jesus still minister to people?).

- details: write up a report for the church's Administrative Council of no more than 10 pages double spaced (Times Roman, 10 point type) outlining your vision for enriching this whole aspect of the church's worship. While you can suggest some important aspects that could be on the type of wedding and funeral policies envisioned by the chairperson, make a case for a more holistic approach to this aspect of worship.
 - objective of this assignment: to see if you can explain, integrate, and apply holistic insights from this course to this aspect of the Touchstone Church's worship life
 - due: Tuesday, December 14, 11:59 p.m. (Eastern time)
 - grading range: 0-20 points (expectation for B- = 16 points)
- 4) Assignment #4: the journal summary (see immediately below); due by 11:59 p.m. (Eastern time) December 3; 0 or 10 points

Assignments can be sent as email attachments or as faxes (see number above). Email attachments preferred.

Grading and Assessment: The Journal Summary (due by 11:59 p.m. (Eastern time) December 3 as an email attachment; do not turn in the journal itself)

There is another required, semester-long assignment for all students. Each student should use devotionally Charles Wesley's *Hymns for the Nativity of our Lord* (available on the course website) and the book entitled *Holy Communion* (or the Great Thanksgivings in the United Methodist *Book of Worship* as an alternative). Use these materials prayerfully. Here are some suggestions on how to do this:

- Don't worry about amount of material you get through. Go through this material leisurely and prayerfully.
- Use them on a regular basis; daily might be best.
- As you begin, ask Jesus Christ to reveal the glory and grace of the Father to you through Him.
- Read the item slowly the entire slowly way through once.
- Pray again for revelation.
- Read again slowly, allowing any words or phrases to leap off the page at you.
- Do not get discouraged if any session seems dry. Stay steadfast.

Keep a journal recording your discoveries as to how you discovered the Spirit of Christ applying these various worship texts to you. How did you hear Christ speaking to you in them? What deeper contemplations of Jesus Christ did the Spirit lead you to through these texts? On December 3, you will be asked to turn in a 1-page summary of your journal. (The professor is open to more artistic ways of fulfilling this summary assignment, too. Please check with him beforehand.)

This summary will be assessed on the following traits:

Existence: Has the student kept the journal and completed the summary as a representation of the journal?

Seriousness: Does the student show seriousness and depth in contemplating God's activity toward us? Or, in the alternative, is the summary shallow or flippant?

The existence of a serious summary will earn a full 10 points for the semester grade. The absence of a serious summary will mean a loss of these same points for the semester grade (i.e., there is no way to make an A or A- in the course without doing the journal and turning in a serious summary).

Scale for journal summary: 0 or 10 points.

Grading and Assessment: Videotape Assignments

In order to practice leading worship, each student is asked to shoot two videotapes during the semester showing administration of Communion in the first and baptism in the second. (See the instructional video sent to you for guidelines on how to administer the two sacraments.) It is expected that a student will use her or his denomination's service for these sacraments in its entirety (sermons do not have to be preached).

It is best to do these with actual people and in a space normally used for worship. Baptism must include the baptism of an adult and a child. Please explain to all involved that the purpose of these services is for practice only; they should not be considered valid sacraments.

The first tape showing administration of the baptism should be sent by Saturday, October 16.

The second tape showing administration of Lord's Supper should be sent by Saturday, November 20.

If a student is on a ministry path that will not include ordination to administer baptism and the Lord's Supper, the following can be substituted. The first tape should show a reading of 12 Scripture verses of the student's choosing, a prayer appropriate to begin worship, and a blessing of people. The second tape should show a reading of 12 new verses, a prayer appropriate to end worship, and a prayer suitable as a congregation's intercessory prayer.

These exercises (sacramental or not) are to be sent to the professor by standard mail at this address: Asbury Theological Seminary, SPO 937, 204 N. Lexington Ave., Wilmore, KY 40390. If at all possible, please send the tapes as standard VHS tapes.

You can see the sheet the professor will use to assess your videotapes in Appendix C.

FAILURE TO COMPLETE THESE ASSIGNMENTS AND MAIL THEM BY THE DUE DATES WILL RESULT IN THE LOSS OF HALF OF LETTER GRADE FOR THE SEMESTER (I.E., AN A WOULD BECOME AN A-.)

Grading and Assessing: Tardiness in Assignments Sent to Professor

Every 24 hours late will result in the loss of an entire letter grade for the assignment. For example, a project turned in on Tuesday morning after a Monday noon due date will be dropped 1 letter grade (A to B) for that assignment whereas a project turned in on Tuesday afternoon will be dropped 2 letter grades for that assignment. The professor also reserves the right to return late work with comments or feedback.

Professor will judge tardiness or punctuality by the time sent of the email which contains the attached assignment or by the time of the fax containing the assignment.

The Rhythms and Routines of the Course: Starting a Module

To prepare to work in a module, see the course schedule below.

The professor will start each module by giving an initial post and instructing you on how and where to respond (particularly whether in the general discussion center or in your small group folders).

Remember that there is a minimum number of posts per week expected, but do not hesitate to go beyond this minimum number in order to have the best learning experience possible. You are expected to show initiative and drive.

The modules will be of varying length. For instance, module 2 will take more time than module 4. Please be attentive to the course schedule below and the professor's initial module posts.

Be on the lookout for module-starting and module-directing postings on Tuesdays and Fridays. These days are the crucial days for shifts in the course initiated by the professor. You should plan to look in on the course close to these days.

The Rhythms and Routines of the Course: Discussion Rhythms

Some of this course will be done in a plenary fashion in the general discussion center. Some of this course will be done in smaller group discussion centered accessed through a special icon in the course folder. See the document posted in the general discussion center to see your group assignments.

As the professor has planned, some discussions will start in one place and then transfer to another. For example, an initial module post might have you start with small group work in your own discussion center and then move the discussion to the general discussion center where you are responsible for expressing your own and your group's views.

The Rhythms and Routines of the Course: Professor's Role

The professor will play a more active role in the discussions when they are in the general discussion center. There he will actively read all posts, responding to stimulate or further the discussion as he sees fit.

In the group discussion folders, he will take less initiative to participate in or monitor the discussions. Do ask him into your group discussions as needed. If there are questions or if your group seems stuck in a rut in the discussion, do not hesitate to ask him in. As you can see, this puts a lot of reliance upon you as a graduate student in a school that prepares people for Christian ministry. Each student is expected to take the initiative to further her or his own learning and to assist in the learning of classmates, all for the benefit of God's people.

Regardless of where the discussion currently is taking place, the professor will do class "business" every Tuesday and Friday (participating in discussions, checking emails addressed to him regarding the class, monitoring the Preparation and Participation reports, etc.).

The Rhythms and Routines of the Course: Weekly Preparation and Participation Reports and Weekly Class Questionnaires

Every Friday you will be asked to fill out two items. The first is a Preparation and Participation Report as described above. The second is a Class Questionnaire (Critical Incident Questionnaire) that will help me understand the dynamics of the class and work to make it the most fruitful learning experience I can. Both of these will be done anonymously online. Only the Preparation and Participation Reports (as described above) factor into the grade. An email reminder will be sent. These should be returned via electronic submission by the following Monday.

The Rhythms and Routines of the Course: Getting Overwhelmed? Watch for the Special Icons and Subject Headings!

In order to help keep order in the class and to provide you a way to get to especially crucial postings, the professor will often designate especially helpful postings with a special icon. If you get behind in reading through postings, watching for these icons can be a helpful way to get to the heart of a discussion. Watch, too, for how he switches the subject headings to start new threads.

The initial posting in a module will always use an icon of a triangle with an exclamation point in the middle.

The Rhythms and Routines of the Course: Overview of the Semester

Getting inside the Touchstone Church: September 7-17

Module 1: Christ, The Sacrament of God's Presence: September 17-October 1

Module 2: Christ's Fundamental Ministries in Worship: October 1-November 12

Module 3: Discerning the Presence of Christ: November 12-November 30

Module 4: Further Ministries of Christ in Worship: November 30-December 10

The Rhythms and Routines of the Course: Detailed Preparation and Module Schedule

Getting inside the Touchstone Church: September 7-17

- The first thing to do in the course is respond to the initial post to introduce yourself and offer, if you have one, a handy hint for doing well in an ExL course or in seminary.
- The second thing to do in the course is look at the worship video for Fellowship Methodist Church, our Touchstone Church, on the first CD. A transcript is provided in the Course Center within the class folder. Access the course website, too, and review the material provided as background for this church, too. Consider the following questions: "Where do you think these worshipers most likely experience the presence of God in worship? How do they know? How would you know if you were the new pastor? What sorts of questions could you ask and what clues are there to find out? What would it be like to be a new pastor in this church?" Respond to the post in the general discussion center.
- Begin to consider this question, too: "what are you learning about your own expectations for experiencing God's presence in worship in this discussion?" Wait for my prompt to begin this discussion in your small group folders.
-

Module 1: Christ, The Sacrament of God's Presence: September 17-October 1

- By September 17 review the following material and be ready to join in a discussion of the biblical basis for expecting God's presence: watch the lecture entitled "The Promise of God's Presence" (first CD)
- By September 21 review the following material and be ready to join in a discussion of rooting a theology of worship in a theology of Jesus Christ; be able to discuss what it might mean to apply the term "sacrament" to Christ and to the church; apply the 6-point grid discussed in the lecture below to interpret the worship piety of the Touchstone Church (based on the grid, where might they expect to encounter Christ's presence?); be ready to contrast the Touchstone Church to another church with regards to this same grid: read Bernard Cooke, 57-77 in *Sacraments and Sacramentality* (available electronically in the course center); Edward Schillebeeckx, 13-17, 40-45 in *Christ the Sacrament of the Encounter with God* (course packet); watch the lecture entitled "The Two Real Sacraments."

Module 2: Christ's Fundamental Ministries in Worship: October 1-November 12

- By October 1 review the following material and be ready to join in large and small group discussions that look at a theology of baptism and the connection of baptism to the other aspects of the 6-point grid: read Rob L. Staples, pp. 172-177 in *Outward Sign and Inward Grace: The Place of Sacraments in Wesleyan Spirituality* (packet); and James F. White, pp. 39-50 in *Sacraments as God's Self Giving* (packet); watch the lecture entitled "Christ, the Baptizer" and the video clip entitled "Baptismal Service." (All the videos for the rest of the semester are on the second CD.)
- NOTE! NOTE! Assignment #1 (see above) due October 8
- By October 15 review the following material and be ready to join in large and small group discussions that look at a theology of the Lord's Supper and the connection of Communion to the other aspects of the 6-point grid: read J. Ernest Rattenbury, pp. 168-170 in *The Eucharistic Hymns of John and Charles Wesley* (packet); Rob L. Staples, pp. 211-228 in *Outward Sign and Inward Grace: The Place of Sacraments in Wesleyan Spirituality* (packet); Laurence Hull Stookey, pp. 41-62 in *Eucharist: Christ's Feast With The Church* (packet); William Willimon, pp. 23-34 in *Sunday Dinner* (packet); watch the lecture entitled "Christ & His Supper" and the video clip entitled "Communion administration."
- NOTE! NOTE! Your first videotape (see above) should be sent by October 16.
- By October 26 consider the different types of speaking (exhorting? promising? comforting? interceding? etc.) and actions (healing? touching?, etc.) that Jesus did in His earthly ministry. We'll use these to consider how to order worship involving us in the dialog between God and the world with Jesus as the mediator; review, too, the following material and be ready to join in large and small group discussions that consider the ministry of the Word of God as Jesus' continued speaking to and through us: read Gerhard O. Forde, "Preaching the Sacraments," in *Lutheran Theological Seminary Bulletin* 64 (packet): 3-12; B. A. Gerrish, pp. 109-115 in *The Old Protestantism and the New* (packet); Clayton J. Schmit, pp. 33-46 in *Public Reading of Scripture: A Handbook* (packet); watch the lecture entitled "Jesus Still Speaks" and the three short videos of Scripture reading in worship.
- By November 5 review the following material and be ready to join in large and small group discussions considering how Jesus might still pray through us in corporate worship (what forms of prayer facilitate that and what forms don't): read Paul F. Bradshaw, pp. 59-71 in *Two Ways of Praying* (packet); watch the lecture entitled "Christ Prays" and the three short videos of prayer.

Module 3: Discerning the Presence of Christ: November 12-November 30

- By November 12 review the following material and be ready to join in large and small groups discussion considering a Wesleyan take on this quote: "God doesn't always move in worship and everything that moves us in worship is not necessarily God." (from Thomas Long, *Beyond the Worship Wars*); be prepared, too, to discuss application of the 6-point grid to the two churches seen in the worship videos mentioned below (where do they seem to seek Christ's presence in worship?); read Henry H. Knight III, pp. 8-15 in *The Presence of God in the Christian Life: John Wesley and the Means of Grace* (packet); Theodore Runyon, pp. 146-167 in *The New Creation: John Wesley's Theology Today* (packet); watch the lecture clip entitled "Discernment in Worship" and the two worship videos entitled "Music service" and "Worship space."

- By November 19 review the following material and be ready to join in discussions considering the role of fasting, silence, and hospitality in discerning Christ's presence; read Christine Pohl, pp. 150-169 in *Making Room: Recovering Hospitality as a Christian Tradition* (packet) and Harry Boonstra, "Hush! Before the Lord," in *Perspectives* 12, 9 (November 1997): 6-7; watch the lecture entitled "Fasting & Silence."
- NOTE! NOTE! Your second video should be sent by November 20.

Module 4: Further Ministries of Christ in Worship: November 30-December 10

- By November 30 review the following material and be ready to join in a discussion considering Christ's pastoral ministries in the church: read Cooke, 168-178, 179-186 (packet); L. Gregory Jones, pp. 133-147 in *Practicing our Faith*, ed. Dorothy C. Bass (packet).
- NOTE! NOTE! On November 30 assignment #2 is due.
- By December 3 review the following material and be ready to consider how weddings and funerals might be place in a broader context to make Christ's presence clear (again, the 6-point grid): read Charles W. Gusmer, pp. 148-167 in *And You Visited Me: Sacramental Ministry to the Sick and the Dying* (packet), Cooke, 78-93 (packet), and William Willimon, pp. 100-146 in *Worship as Pastoral Care* (packet); watch the lectures entitled "When Christ Meets a Funeral," "When Christ Meets a Wedding," and the worship video entitled "Wedding Administration."
- NOTE! NOTE! The journal summary, assignment#4, is due on December 3.

The Rhythms and Routines of the Course: Beginnings and Endings

The course will begin on Tuesday, September 7. The last module will close on Friday, December 10. That will be the last day in which you can post within the course folders. Your last Preparation and Participation report should be filled out on that day. All media should be returned to the seminary after that day. Assignment #3 is due on December 14

Information Sources:

General ExL help and technical support: email to ExL office (ExL_Office@asburyseminary.edu)
General Wilmore seminary switchboard: 859-858-3581
Library help: email to information_commons@asburyseminary.edu or call toll-free 1-866-454-

Appendix A: The Pre-semester Surveys and How They Helped Shape the Class

In July I sent out a few questions about hopes, aspirations, and approaches to learning to the students of records then. Many of you responded. Thank you. I have gone through the responses and thought I would share a little how they have helped me shape the course this semester.

One item that came up repeatedly was the desire to have a course with a strong element of application to the local church. In particular, many of you spoke about learning ways of enriching the understanding and experience of regular church folk in baptism and the Lord's Supper. I have taken that to heart in how I've designed the assignments, trying to aim several for figuring out how all the stuff in the course could be used in interacting with church members and in planning their worship services. My emphasis on getting you to think about ways of putting baptism and the Lord's Supper into broader contexts is an important aspect of this. We'll also work on developing ways of speaking to laity about sacraments, too. And, of course, the ability to envision us as the pastor of Fellowship Methodist Church will keep all of this very concrete and realistic.

Many of you also noted the benefit of learning from different kinds of discussions. You spoke of the usefulness of interacting with material on your own but then having a variety of friendly discussion formats to exchange ideas and thoughts. In this way you can help shape the thoughts of your classmates and be shaped in return. Hopefully, the basic rhythms and assignments I have built into the course will accomplish this. In fact, I'm really counting on it as you can tell by how important the Preparation and Participation weekly assessments are.

Finally, I also noted that the class represents quite a spectrum of seminary and ExL experience. In order to pull on the experience of the students who have "been around the block" a few times, you will notice that in the initial post that asks you to introduce yourself I've included a request to share a handy tip on doing well in seminary or in an ExL class if you have one. In this manner I hope to get us off to a good start in terms of a collegial learning environment.

Appendix B: Report for Assessing Class Preparation and Participation (ExL)
(to be filled out and submitted weekly)

Date: _____ (Do not sign this form.)

Satisfactory preparation and participation by a student shows the following characteristics:

- Contributed regularly and consistently to discussions; satisfied syllabus requirements for postings
- Has completed all the exercises and assignments assigned for the class
- Demonstrates engagement and interest with the class and the material
- Can show going beyond mere repetition of the material to be read and reviewed by asking questions or making comments that show her or his own insights on the material; this can be shown by insightful integration of today's material with other course material; can discuss viewpoints with intensity but without combativeness or abusiveness
- Facilitates learning by others on the material by asking key questions, making helpful explanations or insights, and/or providing useful summary
- Can listen well and at the right time

Unsatisfactory preparation and participation by a student shows the following characteristics:

- Did not contribute regularly to discussions; did not satisfy syllabus requirements for postings
- Did not complete all exercises and assignment assigned
- Acts dismissive, uninterested, or abusive toward the material, the class, or other class members; perhaps combative; postings are perfunctory or simple one phrase affirmations
- Shows no familiarity with the material or only the most rote, preliminary sort of repetition of the material to be read or reviewed; perhaps shows no ability to think beyond pre-formed opinions
- Does not help the learning of others or actually detracts from the learning of others
- Does not listen well and at the right time

Making sure to name yourself, answer the following two statements.

The following students had satisfactory participation:

The following students had unsatisfactory participation:

Taken as a whole, I would say the following students *supremely excelled* in their preparation and participation in this week's class:

Appendix C

(Sheet to be used in giving feedback on baptisms, Lord's Supper, or alternative exercises.)

Review of worship presidency

Name: _____

Date: _____ Occasion: _____

Where your presiding was especially strong (a checkmark indicates it was):

<u>What</u>	<u>Where especially:</u>
_____ good use of voice, variety in pitch and tone	_____
_____ good projection of voice	_____
_____ prayers, even if written, seemed liked prayers	_____
_____ helpful positioning of yourself to conduct service	_____
_____ helpful positioning of others	_____
_____ graceful gestures and expressions	_____
_____ graceful use of body and posture	_____
_____ good use of strong signs and symbols	_____

Where your presiding could be stronger:

_____ using a monotone in voice	_____
_____ not projecting your voice adequately	_____
_____ not giving time for silence	_____
_____ not using large gestures and large signs	_____
_____ placing people so as to block sight lines	_____
_____ being locked in one place	_____
_____ praying seemed more like reading than praying	_____
_____ excessive wordiness and explaining	_____
_____ did not use the important prayers	_____
_____ anomalies/unusual practices:	_____
specifically:	

Did the student avoid the common big mistakes?

#1 big mistake: failing the "sound down" test: if one turned the sound all the way off as you presided, could one tell by gestures, facial expressions, body posture, direction of gaze, etc. what you were doing (praying, challenging, blessing, inviting, instructing, etc.) and to whom you were talking (God, the congregation, the recipients of the rite, etc.)? If you turned the sound all the way off, does your body show that you realize you are in God's holy and gracious presence?

Comments:

#2 big mistake: being immersed in the words: this is often tied to the first mistake; the book is there to be a guide but our eyes were meant to gaze toward God and to make contact with other people; put the book down in a convenient place so you can use your hands, too.

Comments:

General comments on graciousness and gracefulness in presidency

**Appendix D: Worksheet for Calculating Semester Grade
(To be Used by the Professor)**

Student name: _____

Date: _____

Has the student satisfactorily fulfilled the Preparation and Participation aspect of the course?

Yes No

If yes, proceed to the calculation of semester grade. If no, student fails the course.

Calculation of semester grade

Grade on Assignment #1 (newsletter articles with commentary):

Range: 0-30 points (expectation for B- = 24 points)

Grade on Assignment #2 (renewal of sacraments or Sunday worship):

Range: 0-40 points (expectation for B- = 32 points)

Grade on Assignment #3 (plan of action for weddings and funerals):

Range: 0-20 points (expectation for B- = 16 points)

Grade on Assignment #4 (journal summary):

Range: 0 or 10 points

Total points:

Grid for translating into semester grade:

94-100 points: A (exceptional work: surpassing, markedly outstanding achievement of course objectives)

90-93 points: A-

87-89 points: B+

84-86 points: B (Good work: strong, significance achievement of course objectives)

80-83 points: B-

77-79 points: C+

74-76 points: C (Acceptable work: basic, essential achievement of course objectives)

70-73 points: C-

67-69 points: D+

64-66 points: D (Marginal work: inadequate minimal achievement of course objectives)

60-63 points: D-

59 points and below: F (Unacceptable work: failure to achieve course objectives)