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WO 520 The History of Christian Worship

Lester Ruth

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Syllabus WO520 The History of Christian Worship (3 Credit Hours)

Fall 2006; Tu/Th 9:30-10:45

Course website: www.asburyseminary.edu/classweb/wo520

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 access to a computer or TV to run the class DVDs; and 3) have access a computer with Web capabilities in order to access the class website.

Note: WO520 fulfills a core elective Proclamation requirement in the M.Div. curriculum.

Describing WO520

Do the nature and activity of the Trinity have anything to say about how we worship today? In light of the Trinity, does the history of Christian worship have anything to say about how we worship today?

These are the questions that will organize WO520, The History of Christian Worship. The class is designed to be an environment in which a student can explore answers to these questions.

We'll explore these questions by imagining ourselves as leadership in a church named First Methodist Church (we will call it the Touchstone Church in this course), responsible for the church's "contemporary" service called the New Covenant Service. The premise is that we have felt like we have "hit the wall" in terms of this service. We wonder if there is anything more. What else could we do to renew our worship? What must we leave in place? (For more information on this church, please see the links on the course website.) In this course each student will imagine that she or he is either the associate pastor, who has primary ordained responsibility for this course, or the church musician. The worship design committee has commissioned you to do a study of worship and write a series of five newsletter articles on what we ought to do and think about the worship of this church. Enriching this service in our Touchstone Church will be the goal of this course.

With this premise, what specifically will this course be about? WO520 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.

The course will have this flow: becoming familiar with the Touchstone Church and its desire for renewed worship, then cultivating Trinitarian perspective and expectations about Christian worship, and finally, the use of this perspective and

expectations to explore the worship of 5 historic Christian communities (Rome, Jerusalem, Salisbury, Geneva, and Baltimore) for possible answers to the Touchstone Church's desire for renewed worship.

In this manner we will accomplish the catalog description for the course that speaks of it as a survey of Christian worship over the last 2,000 years. We will grapple with basic issues in worship as well as recurring themes and understandings about worship as represented by different historical traditions. We will explore whether past ways of worshiping, explored under the spotlight of Trinitarian doctrine, might offer options for approaching worship renewal today. Are there "basics," "essentials," or "nonnegotiables" for Christian worship today and in the past?

Professor's information:

Dr. Lester Ruth; BC (Beeson) 218; 859-858-2175 or 859-219-9166; fax 858-2026; lester_ruth@asburyseminary.edu; Office hours: Wednesday/Fridays 2:45-3:45. During office hours, I can be contacted by telephone, email, or First Class chat room. Telephone calls preferred over emails. Appointments for other office meetings gladly welcomed.

Student's information:

Course expectations for the student:

The student is expected to bring eagerness, openness, 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. Finally, because the course will be introducing you to new ways of thinking about worship, prayerful openness to new insights is critical.

Course objectives for the student:

Students completing this course will be able to:

- understand and appropriate the diversity of Christian worship practices, along with self-critical appraisal of one's own approach. In the case of WO520, the diversity of Christian worship practices will be explored historically;
- enrich congregational worship through prayer, Word, and sacraments, making sound worship decisions informed by a variety of sources for theological thought. In the case of WO520, contemplation on the Trinitarian nature of God will direct the theological reflection.

Please note that WO520 The History of Christian Worship will fulfill a core elective Proclamation requirement in the M.Div. curriculum. In other words, it is designed to be a basic worship course. It will cover all the basic aspects of congregational worship life (ministry of the Word, sacraments, pastoral rites, other special rites; prayer, calendar, space, and music) as well as covering the various tasks involved in leading congregational worship (presiding in worship, preparing worship, relating to people, and assessing worship). Because the planning and leading of worship (not to mention participating in it) is a profoundly communal activity, this class emphasizes the ability to speak and act in a gracious manner about worship. That is one

reason why the Preparation and Participation grade weighs so heavily in the semester grade.

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

1. The course DVD set (to be sent by ExL staff). Contact ExL support (type that in the address line of an email in First Class) if you have any difficulties running these. They will run in DVD players attached to TVs or on computers with the right software. **Please note that these DVDs are the property of the seminary and must be returned at the end of the semester. Copyrighted materials on the DVDs (and website) are only for your use as a student in this course. They should not be distributed more widely.**
2. These 4 books: 1) Robin Parry, *Worshipping Trinity* (Paternoster; ISBN 1-84227-347-7); 2) Alistair Stewart-Sykes, *Hippolytus: On the Apostolic Tradition* (St. Vladimir’s Seminary Press, 2001; ISBN 0-88141-233-3); 3) John Baldovin, *Liturgy in Ancient Jerusalem* (Grove Books, 1989; ISBN 1-85174-107-0); 4) James F. White, *A Brief History of Christian Worship* (Abingdon; ISBN 0-687-03414-0)
3. A course packet to be purchased from the Cokesbury bookstore on the Wilmore campus.
4. Additional module materials to be found on electronic format either on the course website or in the course center folder in the course’s First Class folder. **Please remember that this material is only for your use in this course.**
5. Materials to keep a prayer/devotional journal on the Wesley hymns (on the website under the “General & Miscellaneous” link) and historic worship texts (both on the website and in the course packet). See Grading and Assessment: Portfolio Part 3 below for more information.
6. Occasionally materials for practicing Communion and baptism in class as described below in the module situational overviews (modules 3-7).

The Class Website

www.asburyseminary.edu/classweb/wo520

Logon: wo520

Password: history

Grading and Assessment: A Summary

Passing the course and course grade will be based on several items: an overall satisfactory level of Preparation and Participation (P&P) in the course and the grades on the items described below.

Grading and Assessment: Preparation and Participation

At the end of every class period, you will be asked to fill out a report assessing the preparation and participation of those with whom you worked in that class. To pass the Preparation and Participation aspect of the course, at least 75% of a student’s Preparation and Participation reports (please see immediately below or at Appendix A) must note that the student had satisfactory or excellent preparation and participation. If more than 25% of the reports note unsatisfactory preparation and participation, the student will not pass.

Please note that a mention of “supremely excelling” 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 of difficulty. The professor will monitor carefully the P&P reports turned in for each student and will notify a 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’ experience.

Here are the criteria we will use to assess preparation and participation:

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

- 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 course materials; 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 and respond well and at the right time

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

- Did not complete all exercises and assignment assigned
- Acts dismissive, uninterested, or abusive toward the material, the class, or other class members; perhaps combative
- 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 and respond well and at the right time

Grading and Assessment: Point Allocation

Once it is determined that the preparation and participation level has been satisfactory, the semester grade will be determined on the following elements:

- | | |
|---|------------------|
| ➤ Preparing and taking true/false quizzes (5 quizzes @ 2 points apiece) | 10 points |
| ➤ Objective exam on Trinitarian reading | 20 points |
| ➤ Development of Trinitarian questionnaire for evaluating worship | 20 points |
| ➤ Portfolio part 1 (self-assessment of original answer in module 1) | 20 points |
| ➤ Portfolio part 2 (newsletter articles written for church) | 20 points |
| ➤ Portfolio part 3 (journal summary) | <u>10 points</u> |
| Total | 100 points |

Grading and Assessment: True/False quizzes

In the first class period for modules 3-7 (the modules dealing with the five historic churches), you will need to prepare a ten question true/false quiz. Aim for questions that you think get at essential matters for this church, not merely peripheral or difficult details. A classmate will reciprocate. Bring the quiz to class along with a sheet to grade it.

The grading will **NOT** be based on how many you got correct. The grading will be done on whether you have conscientiously prepared and taken these quizzes. For each module where you have both prepared and taken a quiz you will received 2 points toward

the semester grade. (If you could not take a quiz because your partner did not prepare one, you will still receive the 2 points if you prepared a quiz and delivered it to your partner and professor within the 2 days.)

The goal with these quizzes is to give you an opportunity to think through the material for each historic church, decide what you think is essential, develop that into a quiz while also having a chance to be assessed on how well you have read the material by taking another student's quiz.

The due dates for these quizzes will be Sept. 26 (module 3), Oct. 10 (module 4), Oct. 24 (module 5), Nov. 7 (module 6), and Nov. 28 (module 7).

Grading and Assessment: Objective Exam on Trinitarian reading

From Thursday, September 21 (12:01 a.m. Eastern) through Thursday, September 28 (11:59 p.m. Eastern), you will be given access to take a web-based objective exam on the following reading from module 2: Robin Parry's *Worshipping Trinity* and the articles from Wainwright, Torrance, and Witvliet in the course packet.

You will have 3 hours to take this exam consisting of true/false, multiple choice, and identification questions. The goal will be to understand the viewpoint of each of these authors on the Trinity and the Trinity's importance for Christian worship.

The exam must be completed by 11:59 p.m. (Eastern) on Thursday, September 28.

A study guide will be provided 2 weeks prior to the exam.

The exam is worth a maximum of 20 points toward the semester grade. (For example, a percentage score of 80 on the exam would translate into 16 points.)

For technical assistance please contact ExL support on the Wilmore campus.

Grading and Assessment: Development of Trinitarian questionnaire for evaluating worship

This is a two-part assignment with the second part building directly on the first part.

The first part is due in class on Tuesday, October 17. By that day turn in a questionnaire that shows how your reflection on the Trinity has created certain expectations when you look at worship. From your initial reading and reflection on the Trinitarian material, develop a questionnaire that you could use to evaluate the worship in any church as to whether it is sufficiently Trinitarian. Consider what impact being Trinitarian should have on Christian worship? What are the marks of worship when it is adequately Trinitarian? What are the areas of worship that should be impacted if a church is Trinitarian? Develop your answer to these sorts of issues as a questionnaire. Include a separate list of areas in worship that you think are not as directly impacted by the doctrine of the Trinity. This initial version of the questionnaire will be evaluated by the professor and returned quickly with notes and suggestions. It will NOT, however, be graded.

The second part of this assignment is due in class on Tuesday, November 14. By that day turn in a final version of the questionnaire and supplemental list. Include a commentary in this final version on what, how, and why you have changed from the initial version. Write the commentary as a short essay (3 pages maximum length in 10 point Times New Roman font using space and a half (1.5) line spacing [The original

answer does not factor into length of this part of the portfolio.]) describing how you have or have not changed this questionnaire. The professor will grade this final version using the criteria found in Appendix A. What he is looking for is advancement of thought in how being Trinitarian should impact Christian worship along with your self-awareness of what you have changed and why.

The final version of this assignment due on Tuesday, November 14 will be worth 20 points toward the semester grade. (16 points = B-)

Grading and Assessment: Portfolio Part 1 (Initial answer to church and subsequent self-assessment/reflection)

This is a two-part assignment with the second part building directly upon the first part.

The first part is your initial answer to the questions of the worship planning team in the Touchstone Church: What else is there? What could they do to renew their worship? What might they want to consider leaving in place? What might they want to consider changing? Why? Date and save this statement. Bring a copy of this statement to class on Tuesday, September 12. It should be at least 2 pages long using space and a half (1.5) line spacing and 10 point Times New Roman font. **You are not being graded upon this initial answer. Give honest, complete answers.**

The second part of the assignment is your end-of-the-semester reflection on your original answer. Assess your original answer. Use insights gained from the work done during the semester. Use the final version of your questionnaire of Trinitarian expectations also. Reflect on these questions: What have I learned in this course? In what ways was my original statement a strong or weak initial response, and how do I know that? Why do I think about this church the way I do now at the end of the semester?

This assignment's concern is not as much with what is presented to the church in the newsletter articles (see below) but in your awareness of progress of understanding in the semester and your ability to appropriate course content for this pastoral situation more fully. The professor will grade the second part of the assignment using the criteria described in the grading worksheet (available in the course center in ExL).

This assignment should 4 pages maximum length in 10 point Times New Roman font using space and a half (1.5) line spacing. (These 4 pages are in addition to the length of your original answer.) Turn in to the professor's office as part 1 of the portfolio on Wednesday, December 13 by noon. (Eastern). Include your original answer, too.

This part of the portfolio will be worth 20 points toward the semester grade. (16 points = B-)

Grading and Assessment: Portfolio Part 2 (5 newsletter articles)

Part 2 of the portfolio is a report to the church on your best answer to the original question ("We've hit a wall in our worship service. What else might there be for our worship?"), **written as a series of 5 articles for the church newsletter.** How can you apply and teach your new insights and practices about worship to this congregation?

These 5 articles should be 10 pages maximum length (total for all 5) in 10 point Times New Roman font using space and a half (1.5) line spacing. Write the articles as if you were writing them for this church. In addition, the professor encourages you to

provide any notes and background material that you think would help him understand what is going on behind the scenes in your thinking. These notes or background material can be included as addenda to the articles; their length will not be counted against the 10 pages maximum for the articles. (Any notes can be single-spaced.) As needed, provide citation in your articles to this other material.

The professor will grade these articles using the criteria described in Appendix B, Part 2 (available in the course center in ExL).

Turn in to the professor's office these articles and any addenda as part 2 of the portfolio by Wednesday, December 13 by noon. (Eastern).

This part of the portfolio will be worth 20 points toward the semester grade. (16 points = B-)

Grading and Assessment: Part 3: A summary statement of a journal considering the following question: what is awesome and awe-inspiring about the Trinity?

Over the course of the semester you should keep a journal prayerfully reflecting on the collection of Wesley's hymns on the Trinity (available on the course website) and on any prayers found in the historic worship materials. Each student should use devotionally Charles Wesley's hymns on the Trinity (available on the course website under the "General & Miscellaneous" link) and the various historic worship texts used in class. These are to be read prayerfully, slowly, and contemplatively. The goal is to have them open new vistas of awe and love for the Trinity. The part of the portfolio is to show that you have taken this assignment seriously and have been formed more deeply in awe of the Triune God by it. Write a 1 page summary of your deepened insights on the love of the Trinity using 10 point Times New Roman font using space and a half (1.5) line spacing and submit in the portfolio. [More artistic expressions are possible in lieu of this written summary; these must be approved by the professor beforehand.] The journal itself will **not** be turned in. Keeping the journal as evidenced by providing a summary is worth 10 points toward the semester grade.

Turn in to the professor's office as part 3 of the portfolio by Wednesday, December 13 by noon.

Summary of Graded Assignments and Due Dates

What	When Due
➤ Preparing and taking true/false quizzes	the first days of modules 3-7
➤ Objective exam on Trinitarian reading	Taken between 9/21 and 9/28
➤ Development of Trinitarian questionnaire	
○ Initial version (ungraded)	10/17
○ Final version (graded)	11/14
➤ Portfolio part 1 (initial answer and re-assessment)	
○ Initial version (ungraded)	9/12
○ Final version (graded)	12/13
➤ Portfolio part 2 (newsletter articles)	12/13
➤ Portfolio part 3 (journal summary)	12/13

(Part 3 presumes that you have been keeping a journal all semester.)

Tardiness Policy

For those assignments due 11/14 and 12/13, each day's tardiness will lower the grade for that assignment the equivalent number of points to equal one letter grade (2 points on the assignment). For example, a final version of the Trinitarian questionnaire due 11/14 but turned in on 11/15 (a day late) would only be worth a maximum of 18 points (not 20).

The Flow of the Course

WO520 contains 7 modules:

- ❖ Module 1 gets us into the shoes of the worship leaders in the New Covenant Service of First Methodist Church (the Touchstone Church). This module will last 2 class periods from Thursday, September 7 through Tuesday, September 12.
- ❖ Module 2 reviews the doctrine of the Trinity and begins to contemplate what this might mean for Christian worship, its planning, and its assessment. This module will last 3 class periods from Thursday, September 14 through Thursday, September 21.
- ❖ Modules 3 through 7, each lasting 4 class periods, will explore the worship in five different churches in five different eras:
 - Module 3 is Rome in the early 3rd century [Tuesday, September 26 through Thursday, October 5];
 - Module 4 is Jerusalem in the late 4th century [Tuesday, October 10 through Thursday, October 19];
 - Module 5 is Salisbury, England in the late 15th century [Tuesday, October 24 through Thursday, November 2];
 - Module 6 is Geneva in the mid-16th century [Tuesday, November 7 through Thursday, November 16]; and
 - Module 7 is Methodism in Baltimore in the late 18th century [Tuesday, November 28 through Thursday, December 7].

The exercises and assignments within the first two modules will differ from the last three modules. The five historic modules will have the same rhythm of exercises.

Note that the bulk of the reading in each module must be done by the beginning of each module. That is particularly true for the historic modules.

Preparing for the Modules: What to do When

Module 1: Getting Acquainted with First Methodist Church, our Touchstone Church (Thursday, September 7-Tuesday, September 12)

What to do:

- ___ Review all the introductory material for this church on the website and the DVD
- ___ Be prepared to discuss the following questions:
 - Why does this church worship like it does?
 - How easy or difficult is it for you to enter into this perspective?
- ___ Write a short description of what you observe in this

When to do it:

First several days of module

Be prepared by 9/7

Be prepared by 9/7

Be prepared by 9/12

worship service. When done, review what you wrote (what kinds of things did you note?) and ask if there is another way to describe this service by observing some different dimension. Repeat until you have 3 different ways to describe the service. The goal is to try to develop as many different categories by which to observe and describe worship.

- ___ Prepare your initial answer to the church’s question described as part 1 of the portfolio above: what else might there be for their worship, etc.? *Turn in on 9/12*
- ___ Access the Charles Wesley hymn on the Trinity on the course website. Read them over the semester. Read them slowly, thoughtfully, prayerfully. Begin your journal on this question: What do you see about the Trinity or the Persons of the Trinity that evokes awe? *Start as soon as you can and continue throughout the semester.*

Module 2: Exploring the Trinity as a way of looking at worship (Thursday, September 14-Thursday, September 21)

- What to do: When to do it:
- ___ Read the following:
 - Parry book: *Worshipping Trinity* 9/14
(The following are in the course packet.)
 - Wainwright article: Wesley and Trinity 9/14
 - Torrance excerpt: Unitarian/Trinitarian worship 9/19
 - Witvliet essay: Opening of Worship 9/19
 - ___ Watch the lecture on “Trinitarian Worship” on DVD #1 9/19
 - ___ Be prepared to discuss the following:
 - What’s inside and outside orthodox theology on the Trinity? *Be prepared by 9/14*
 - Why is the doctrine of the Trinity important? *Be prepared by 9/14*
 - What are ways being Trinitarian could impact Christian worship? *Be prepared by 9/19*
 - Think about your reading so far and our discussions. Develop a list of two practices where you see the doctrine of the Trinity should impact Christian worship. *Be prepared by 9/21*
 - ___ Be prepared to take the objective exam on the reading *From 9/21 to 9/28*

Module 3: Worship in Rome, early 3rd Century, through the eyes of Hippolytus (Tuesday, September 26-Thursday, October 5)

- What to do: When to do it:
- ___ Read the Rome situational overview in the course center 9/26
 - ___ Read 1) worship texts and sermon in Stewart-Sykes, *Hippolytus* pp. 53-183; 2) chapter 2 in White, *Brief History*; 3) items in course packet for module 3 9/26
 - ___ Watch 4 items on DVD #2 under “Rome & Differences” 9/26

- __ Prepare 10 question True/False quiz and bring to class *Be prepared by 9/26*
- __ Walk through the choreography described on situational overview sheet; be prepared to discuss what it was like to be in the body of this historic worship leader *Be prepared by 9/26*
- __ Fill out the Rome Contrasting Paradigm exercise (course center) and be prepared to discuss what you think are the critical aspects and dimensions of this church's worship *Be prepared by 9/28*
- __ Fill out a Pro/Con Grid for Rome (course center) and be prepared to discuss what you think are the upsides and downsides to how this church worshiped *Be prepared by 10/3*
- __ Be prepared to discuss how one of these upsides might have a Trinitarian basis *Be prepared by 10/3*
- __ Be prepared to discuss what you think the dynamics of implementing this upside might be in the Touchstone Church *Be prepared by 10/5*

Module 4: Worship in Jerusalem, late 4th Century, through the eyes of Cyril (Tuesday, October 10-Thursday, October 19)

What to do:

When to do it:

- __ Read the Jerusalem situational overview (course center) *10/10*
- __ Read 1) John Baldovin, *Liturgy in Ancient Jerusalem*;
2) the Lectionary readings for January 5 and 6 (web link);
3) Egeria's travel diary (web link); 4) Cyril's Homily on the Paralytic (course packet); 5) The Liturgy of St. James; (course packet); 6) Cyril's excerpts on the sacraments (course center) *10/10*
- __ Watch the Jerusalem lecture on DVD #2 *10/10*
- __ Prepare 10 question True/False quiz and send to partner *Be prepared by 10/10*
- __ Walk through the choreography described on situational overview sheet; be prepared to discuss what it was like to be in the body of this historic leader *Be prepared by 10/10*
- __ Fill out the Jerusalem Contrasting Paradigm exercise (course center) and be prepared to discuss what you think are the critical aspects and dimensions of this church's worship *Be prepared by 10/12*
- __ Fill out a Pro/Con Grid for Jerusalem (course center) and be prepared to discuss what you think are the upsides and downsides to how this church worship *Be prepared by 10/17*
- __ Be prepared to discuss how one of these upsides might have a Trinitarian basis *Be prepared by 10/17*
- __ Be prepared to discuss what you think the dynamics of implementing this upside might be in the Touch Church *Be prepared by 10/19*

Module 5: Worship in Salisbury, late 15th Century, through the eyes of John Baxter (Tuesday, October 24-Thursday, November 2)

What to do:

When to do it:

- __ Read the Salisbury situational overview (course center) *10/24*

- ___ Read 1) pp.75-103 in White, *Brief History*; 2) the various materials on the website for Salisbury; 3) Sarum calendar (course packet); 4) Description of Salisbury (course pkt) 10/24
- ___ Watch the Salisbury lecture and the medieval mass video on DVD #2 10/24
- ___ Prepare 10 question True/False quiz and send to partner *Be prepared by 10/24*
- ___ Walk through the choreography described on situational overview sheet; be prepared to discuss what it was like to be in the body of this historic leader *Be prepared by 10/24*
- ___ Fill out the Salisbury Contrasting Paradigm exercise (course center) and be prepared to discuss what you think are the critical aspects and dimensions of this church's worship *Be prepared by 10/26*
- ___ Fill out a Pro/Con Grid for Salisbury (course center) and be prepared to discuss what you think are the upsides and downsides to how this church worship *Be prepared by 10/31*
- ___ Be prepared to discuss how one of these upsides might have a Trinitarian basis *Be prepared by 10/31*
- ___ Be prepared to discuss what you think the dynamics of implementing this upside might be in the Touchstone Church *Be prepared by 11/2*

Module 6: Worship in Geneva, mid-16th Century, through the eyes of John Calvin (Tuesday, November 7-Thursday, November 16)

What to do:

When to do it:

- ___ Read the Geneva situational overview (course center) 11/7
- ___ Read 1) pp.104-141 in White, *Brief History*; 2) the various materials on the website for Geneva; 3) the various materials in the course packet for Geneva 11/7
- ___ Watch the Geneva lecture on DVD #2 11/7
- ___ Prepare 10 question True/False quiz and send to partner *Be prepared by 11/7*
- ___ Walk through the choreography described on situational overview sheet; be prepared to discuss what it was like to be in the body of this historic leader *Be prepared by 11/7*
- ___ Fill out the Geneva Contrasting Paradigm exercise (course center) and be prepared to discuss what you think are the critical aspects and dimensions of this church's worship *Be prepared by 11/9*
- ___ Fill out a Pro/Con Grid for Geneva (course center) and be prepared to discuss what you think are the upsides and downsides to how this church worship *Be prepared by 11/14*
- ___ Be prepared to discuss how one of these upsides might have a Trinitarian basis *Be prepared by 11/14*
- ___ Be prepared to discuss what you think the dynamics of implementing this upside might be in the Touchstone Church *Be prepared by 11/16*

Module 7: Worship in Baltimore, late 18th Century, through the eyes of Ezekiel Cooper (Tuesday, November 28-Thursday, December 7)

What to do:

When to do it:

- __ Read the Baltimore situational overview (course center) 11/28
- __ Read 1) 142-177 in White, *Brief History*; 2) pp. 84-103 in *Beams of Light on Early Methodism* (Ezekiel Cooper's description of Baltimore in 1788 and 1789; on website); 3) the other materials on the website for Baltimore; 3) the Baltimore city map (course packet) 11/28
- __ Watch the Baltimore lecture on DVD #2 11/28
- __ Prepare 10 question True/False quiz and send to partner *Be prepared by 11/28*
- __ Walk through the choreography described on situational overview sheet; be prepared to discuss what it was like to be in the body of this historic leader *Be prepared by 11/28*
- __ Fill out the Baltimore Contrasting Paradigm exercise (course center) and be prepared to discuss what you think are the critical aspects and dimensions of this church's worship *Be prepared by 11/30*
- __ Fill out a Pro/Con Grid for Baltimore (course center) and be prepared to discuss what you think are the upsides and downsides to how this church worship *Be prepared by 12/5*
- __ Be prepared to discuss how one of these upsides might have a Trinitarian basis *Be prepared by 12/5*
- __ Be prepared to discuss what you think the dynamics of implementing this upside might be in the Touchstone Church *Be prepared by 12/7*

Contact Information if You Need Help

For **technical support, library research support, library loans, and ExL media** contact Information Commons: Info_Commons@asburyseminary.edu

Phone: (859) 858-2233

Toll-free: (866) 454-2733

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