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# WO 525 Time and Remembrance in Christian Worship

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**\*\*Provisional Syllabus\*\***

Syllabus WO 525 Time and Remembrance in Christian Worship (3 Credit Hours)  
Fall 2008

Course website found at [virtual.asburyseminary.edu](http://virtual.asburyseminary.edu)

Additional materials at [www.asburyseminary.edu/classweb/wo525/](http://www.asburyseminary.edu/classweb/wo525/)

Dr. Lester Ruth

**Note to Fall 08 WO525 students: The syllabus below needs to be updated for the upcoming semester. It will show, however, what the basic nature of the course is, what the readings are, and what the assignments will be.**

**The changes that will need to be incorporated are the following:**

**The reading schedule will need to show the addition of the Robert Webber book and the deletion of materials from the course packet. (Since this new Webber book duplicated many articles in the old course packet, the packet has been drastically reduced in size and thus, hopefully, in cost to you.)**

**A new assignment focusing on the Webber book needs to be constructed.**

**The reading schedule will also need to show the addition of the Ron Rienstra book on contemporary worship services.**

**The schedule will need to show having us worshipping more from the *Celebrating Common Prayer* book in class (on-campus section only).**

**ExL students should note that the final form of the syllabus will give more detailed explanation of the online discussions we'll engage in.**

**If you want to get a head start on the readings for this class, focus on the Webber book listed below. You will either be tested on it or asked to write an in-depth book review or both.**

**I plan on having the final version of the syllabus done in the first week of August 2008.**

**If you have any questions, please email me at [lester\\_ruth@asburyseminary.edu](mailto:lester_ruth@asburyseminary.edu) or call me at 859-219-9166.**

**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: WO525 fulfills a core elective Proclamation requirement in the M.Div. curriculum.*

### **Describing WO525**

If the Gospel is a narrative that describes God's activity from the beginning of time to the End of all things (Christ's return in the Eschaton), a story of which we are part, what does this mean for Christian worship?

This is the question that stands behind WO525 Time and Remembrance in Christian Worship. We'll use answers to this question to aim for something so essential, so important in Christian worship that it goes beyond the style considerations that sometimes pre-occupy churches today.

The way WO525 will do this is by having students imagine themselves as worship leaders in two churches with very different styles. In one, students will imagine themselves as an associate pastor of Centertown Community Church and in the other students will imagine themselves as the lead musician in St. Peter's Methodist Church. From these viewpoints we'll work at applying the insights learned in the class, particularly reflection on the Gospel of Jesus Christ as eschatological narrative, to the practices of planning and leading Christian worship. What might it mean for Christian worship to be true to the nature of the Gospel itself? What might it mean for Christian worship to be a way of participating in the eschatological nature of God's dealing with the world? That's what we'll endeavor to find out.

With this theological premise, what specifically will this course be about? To summarize, WO525 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 hypothetical Christian communities, 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: "Exploring the importance of time in Christian Scriptures and theology, this course investigates the role of remembrance and eschatological hope in Christian worship and thus how worship participates in the Kingdom of God, present and coming. Reviewing different ways Christians have organized time in worship, it will also explore how these insights impact the selection of Scripture for worship and the content of worship's song, sacrament, prayer, and preaching."

The course will lead students to be able to ask and answer this question: does our worship tell a good enough story to rightly give glory to the God and Father of our Lord Jesus Christ? We will consider whether secondary concerns hijack critical issues like whether our worship provides a full remembrance of God and God's saving activity, whether our worship reveals a compelling vision of the Kingdom of God, and whether our worship is rooted in an eschatological narrative in which we live between Christ's resurrection and second coming.

The course will have this flow: becoming familiar with the Touchstone Churches, then exploring the narrative and eschatological quality of the Gospel (module 1), and then applying reflection on the Gospel to the various rhythms, times, and services of Christian worship (modules 2-5).

**Professor's and student assistants' information:**

Dr. Lester Ruth; BC (Beeson) 218; 859-858-2175 (office) or 859-219-9166 (home); lester\_ruth@asburyseminary.edu; office hours: tbd. Other times can be scheduled. Telephone calls are much preferred over emails at any time and will be responded to more quickly.

**Student's information: Course expectations for the student:**

The student is expected to bring eagerness, openness, punctuality, and keep 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 since the entirety of class time will be given to activities requiring participation. 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.

**Student's information: Course Objectives**

- Students completing this course will be able to:
- articulate a theology of worship as anticipatory participation in the Eschaton, awaiting the return of Christ;
  - articulate a theology of remembrance as dynamic participation in God's saving activity;
  - understand the ways in which Christians have structured time in worship;
  - assess worship based on criteria of fullness of scriptural remembrance;
  - prepare worship for a local assembly, under a variety of orders of worship and pastoral occasions, using fullness of scriptural remembrance as the starting point for planning; and
  - lead worship that appropriately embodies the scriptural content of any one service.

- 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

These CDs have been replaced by online streaming on the [virtual.asburyseminary.edu](http://virtual.asburyseminary.edu) course website. The final syllabus will reflect the update.

~~•A CD set (three CDs) to be checked out from the library reserve desk for the semester. Contact ExL support (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 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 the two Touchstone Churches. These churches are semi fictitious congregations that we will use for assignments and discussion. See below for more information.~~

~~———— CD #2 contains the material for modules #1 (Story) and #2 (Week). The materials for module #1 are all short lecture segments. #2 has lectures and a video clip of a worship service.~~

~~———— CD #3 contains the material for modules #3 (Year), #4 (Day), and #5 (Pastoral Rites). The first two modules have both lecture and worship videos. The last only has lecture video.~~

~~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.~~

•Three books and one course packet to be purchased.

--Webber, Robert. *Ancient-Future Worship: Proclaiming and Enacting God’s Narrative*. Grand Rapids, Baker Books, 2008. ISBN 978-0-8010-6624-5.

--Rienstra, Ron. *Ten Service Plans for Contemporary Worship*. Grand Rapids: Faith Alive Resources, 2002. ISBN 156212868X.

--Hickman, Hoyt, et al. *The New Handbook of the Christian Year*. Nashville: Abingdon Press, 1992. ISBN 0-687-22760-4

--Blain, Susan A. et al., editors. *Imaging the Word: An Arts and Lectionary Resource*, volume 2. Cleveland: United Church Press, 1995. ISBN 0-8298-1033-1

--Stancliffe, David. *Celebrating Common Prayer*. Mowbray or Continuum. ISBN 0-264-67351-4 or 0826465293

--course packet

•Something to keep as a journal as you devotionally use Charles Wesley’s *Hymns for the Great Festivals* (available on the course website) and the book entitled *Imaging the Word*. More information is given below.

•Clean paper and writings instruments in each class will also be helpful. A laptop might be as useful. Sometimes we might stop during class so that I can have you write out a short reply to a prompt before we continue in discussion.

•Materials for practicing Communion and baptism in class: Plate and cup, a white cloth approximately 1.5 feet by 1.5 feet, a baby doll, towel, a large and small bowl

### Overview of Readings for the Course

In all five modules, in addition to the published books, students will be expected to review these other “texts” as assigned:

--videos of lectures on the CDs

--videos of worship on the CDs

--class material on the course website [www.asburyseminary.edu/classweb/wo525](http://www.asburyseminary.edu/classweb/wo525)

(The logon name is wo525; the password is anamnesis.)

--and the following materials from the course packet (see the class schedule below for a more specific schedule of reading):

Much of the following will need to be updated to show the reduction in size of the course packet and the addition of the Webber and Rienstra books. Note that a table of contents for the course packet has been attached to the end of this syllabus.

Module 1 readings

- Hauerwas, Stanley M. "A Tale of Two Stories." In *Christian Existence Today*. Durham: Labyrinth Press, 1988. pp. 25-45.
- Kallenberg, Brad J. "Fresh Look at Conversion" in *Live to Tell*. Grand Rapids: Brazos Press, 2002. pp. 31-38, 47-54.
- Sayers, Dorothy L. "The Greatest Drama Ever Staged." In *Christian Letters to a Post-Christian Worship*. Grand Rapids: Eerdmans, 1969. pp. 13-17.
- Green, Joel B. "The Community of Salvation" in *Salvation*. St. Louis: Chalice, 2003. pp. 119-122, 127-130, 133-137, 144-145.
- Pasquarello, Michael. "Narrative Reading, Narrative Preaching: Inhabiting the Story." In *Narrative Reading, Narrative Preaching*. Grand Rapids: Baker, 2003. pp. 177-193.
- Ruth, Lester. "Worship True to God." Unpublished essay

Module 2 readings

- Wainwright, Geoffrey. "The Church as a Worshipping Community." *Pro Ecclesia* 3, 1 (Winter 1994): 56-67.
- Schmemmann, Alexander. *For the Life of the World*. Crestwood: St. Vladimir's Seminary Press, 1973. pp. 11-22
- Fisch, Thomas, editor. "Liturgy and Eschatology" in *Liturgy and Tradition*. Crestwood: St. Vladimir's Seminary Press, 1990. pp. 89-100.
- Dawn, Marva J. "How Does Worship Form Us by the Future to Live in the Present?" in *How Shall We Worship?* Wheaton: Tyndale, 2003. pp. 151-159, 164-170.
- Taft, Robert. "Toward a Theology of the Christian Feast" in *Beyond East and West*. Rome, 2001. pp. 15-29.
- Stookey, Laurence Hull. "The Year of our Risen Lord" in *Calendar*. Nashville: Abingdon, 1996. pp. 39-49.
- Rattenbury, J. Ernest. "The Christian Sacrament and Sacrifice" and "The Sacrament a Pledge of Heaven" in *The Eucharistic Hymns of John and Charles Wesley*. Akron: OSL Publications, 1996. pp. 130-144, 183-188.
- Wainwright, Geoffrey. "The Ecclesiological Consequences" in *Eucharist and Eschatology*. New York: Oxford University Press, 1981. pp. 147-154.

Module 3 readings, in addition to *The Handbook of the Christian Year*, these electronic readings:

- Stookey, Laurence Hull. "Appendix 1 & 2" in *Calendar*. Nashville: Abingdon, 1996. pp. 155-161.
- Ruth, Lester. "Why not 'Move' Advent to November?" *Reformed Worship* 69 (September, 2003): 8-10.
- Schmemmann, Alexander. "Baptism" in *Of Water and The Spirit*. Crestwood: St. Vladimir's Seminary Press, 1974. pp. 37-51

Module 4 readings

None required.

Module 5 readings

- Schmemmann, Alexander. "The Mystery of Love" in *For the Life of the World*. Crestwood: St. Vladimir's Seminary Press, 1973. pp. 81-82, 88-91.
- Witvliet, John D. "How common Worship Forms Us for Our Encounter with Death" in *Worship Seeking Understanding*. Grand Rapids: Baker, 2003. pp. 291-308.
- Saliers, Don E. "The Eschatological Character of Worship" in *Worship as Theology*. Nashville: Abingdon, 1994. pp. 49-68

**The Class Website**

[www.asburyseminary.edu/classweb/wo525](http://www.asburyseminary.edu/classweb/wo525)

Logon: wo525

Password: anamnesis

### **The Organization of the Course: 5 Topical Modules**

After becoming familiar with the Touchstone Churches, there will be five 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. 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: The Story:** The learning goal in Module 1 is to understand and love the Gospel of Christ as eschatological Story, being able to articulate this Story and describe its importance for the Church. This is the most conceptual part of the course. Upon this module's theological foundation the remainder of the course will be built. At the end of this module the student should be able to:

- articulate why the Gospel as story is important for the church's worship
- express the Gospel as eschatological story, noting our place within it
- articulate a theology of remembrance in worship
- evaluate worship materials based on these theological capacities

•**Module 2: The Week:** The learning goal in Module 2 is to be able to plan Sunday worship that reflects the theological commitments of this class for a Christian congregation. This module includes both conceptual and creative dimensions. At the end of this module the student should be able to:

- articulate a theology of Sunday and Lord's Supper as eschatological participation
- be able to theologically analyze a worship service and its constituent parts for appropriate Christian theological content and action
- develop a Sunday worship service, showing an understanding of course's theological premise
- embody the eschatological Story in leading weekly worship within and outside the worship service

•**Module 3: The Year:** The learning goal in Module 3 is to be able to plan major yearly feasts in an appropriate manner. This module includes conceptual, informational, and creative dimensions. At the end of this module the student should be able to:

- articulate a theology of anamnesis and prolepsis as the basic tension of the church year
- articulate and embody a theology of baptism as participation in salvation history, noting additional aspects of baptismal theology beyond this approach
- know the basic, classic features of services for the following major feasts and seasons: Advent, Christmas, Epiphany, Transfiguration, Ash Wednesday, Lent, Palm/Passion Sunday, Maundy Thursday, Good Friday, the Easter Vigil, the great 50 days, Pentecost, and All Saints'.
- embody the eschatological Story in leading yearly worship within and outside the worship service

•**Module 4: The Day:** The learning goal in Module 4 is to be able to understand daily prayer services. At the end of this module the student should be able to:

- show understanding of the commemorative aspects of morning and evening prayer
- express appreciation for the rhythms of morning and evening prayer

•**Module 5: Pastoral Rites:** The learning goal in Module 5 is to be able to plan pastoral rites appropriate for particular occasions that also remember the Gospel as eschatological Story. At the end of this module the student should be able to:

- articulate a theology of pastoral rites as occasion for eschatological revelation
- with understanding of this theological premise, show ability to appropriately choose variable material for the pastoral rites of weddings and funerals

### **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 five assignments spread out through the year. If the Preparation and Participation level has been satisfactory, then the grades on the five elements described below will be considered to give the course grade.

### **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 B) 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. (Note to ExL students: this report is not applicable. You will be assessed using a professor-based method of preparation and participation.)

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'.

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

- Attended all of class
- 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 show the following characteristics:

- Missed class, arrived late, or left early for an inexcusable reason
- 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 well and at the right time

### **Grading and Assessment: The Four Graded, Averaged Assignments**

If the Preparation and Participation (P&P) level has been satisfactory as described above, the semester grade will be based on the following five assignments (see the Appendix to look at the professor's worksheet for calculating semester grades):

**Note:** These assignments will be modified in whole or in part.

- 1) the module 1 exam (this exam will ask you to synthesize what you have learned in the first module in terms of developing expectations for Christian worship and then use these to assess two different bodies of worship material); due: October 4; worth: 30 points
- 2) the order of worship for one of the Touchstone Churches; due: October 27; worth 10 points
- 3) the module 3 exam (this exam will test your ability to recognize the classic features and character of the Christian year and your ability to recognize appropriate material for different times in the year based on content); due: December 4; worth: 30 points
- 4) student's self-assessment of an initial questionnaire (On the first day of class, you will be given a questionnaire. It will not be graded but returned on Friday, September 8. Retain a

copy for yourself. At the very end of the semester, you will be asked to grade it yourself, based on what you have learned in the course, indicating where your initial answers were strong, using the course material to provide a solid rationale for your initial answers, and where your initial answers were weak, now using the course material to provide a stronger answer. The professor will grade your evaluation of yourself.) due: by noon (Eastern) on Monday, December 11; worth: 20 points

- 5) a journal summary described immediately below; due: Friday, December 8; worth: 10 points

### **Grading and Assessment: The Journal Summary (due Friday, December 8)**

There is another required, semester-long assignment for all students. Each student should use devotionally Charles Wesley's *Hymns for the Great Festivals* (available on the course website) and the book entitled *Imaging the Word*. Daily use would be wonderful, but, probably, 3-4 times per week should be enough to accomplish this assignment's goal. Use these materials to contemplate the vastness and wonder of God's activity toward us. Keep a journal recording your discoveries as to how your knowledge of the story of salvation has expanded. How does contemplating God's saving activity create awe, joy, and humbleness that lead to prayer? On December 8, 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.

### **Missed Assignments and Being Absent**

Late graded assignments will be accepted but please recognize the penalty in doing so. Every day an assignment that factors into the semester grade is late will result in the loss of one qualitative level (10 points) for that assignment. Late assignments can be emailed or faxed (859-858-2026). The professor will not provide any feedback on late assignments. Note that the two exams are taken online and have strict deadlines for submission.

Please realize that absences can adversely affect your Preparation and Participation assessments. Also realize that failure to prepare the exercises to be used in class discussion will adversely affect your Preparation and Participation assessments.

In the case of absence due to illness or emergency, an assignment can be turned in without penalty at the time it is due by email or fax.

### **Course Schedule**

September 6: Class Introduction; Syllabus Review; Introduction to the Touchstone Churches

The following schedule will need to be updated to reflect the new readings and the dropped readings. In addition, the schedule will need to be adjusted for ExL students to show the start and stop times for our class discussions.

### **Module 1**

To prepare for September 8

-- 1) read Hauerwas, "A Tale of Two Stories" and Kallenberg, Live to Tell; 2) watch module 1 lecture clip entitled "The Stories that Shape Us"; 3) prepare the following: identify a story you have heard that creates a powerful reality; think of how it accomplishes what Hauerwas, Kallenberg or Ruth says a compelling story does; in 5 sentences or less identify the story and how it exhibits its power.

To prepare for September 13

--1) read Sayers "The Greatest Drama Ever Staged" and Green, "The Community of Salvation" and Pasquarello *Narrative Reading, Narrative Preaching*; 2) watch module 1 lecture clips entitled "Parse the Verbs First" and "The Gospel as Story" and "Filled by the Spirit to....?"; 3a) prepare the following: How difficult do you think it is to discern the Kingdom of God in worship or elsewhere? How can we become aware of this other spiritual realm in our worship?; 3b) prepare the following also: sketch out your understanding of the complete history of salvation (past, present, and future). Which aspect most causes your heart to fill with love and awe? Write out your thoughts on 3a and 3b, not using more than 1 page total to do so.

To prepare for September 15

--1) read Ruth "Worship True to God"; 2) watch module 1 lecture clips entitled "The Power of Remembrance" and "Personal and Cosmic"; 3) watch the worship video clip for Touchstone Church #1 (St. Peter's Methodist Church); a transcript for this service is found in the course center in the class folder on First Class; 4) prepare short written answers to each of the following (4 sentences or less per question): does this service seem to have a sense of the complete sweep of salvation history? Which actions of God does it remember? Where in the Story does it put us? How strong is the apostolic perspective on salvation history? What is the implied theology of remembrance? Where is the emphasis in the personal/cosmic range of remembrance?

To prepare for September 20:

--1) watch the worship video clip for Touchstone Church #2 (Centertown Community Church; a transcript for this service is found in the course center in the class folder on First Class); 2) prepare short written answers to each of the following questions (4 sentences or less per question): does this service seem to have a sense of the complete sweep of salvation history? Which actions of God does it remember? Where in the Story does it put us? How strong is the apostolic perspective on salvation history? What is the implied theology of remembrance? Where is the emphasis in the personal/cosmic range of remembrance?

To prepare for September 22

--1) access the Touchstone Church **#1's** music repertoire on the class website and read over the songs listed there; 2) prepare short written answers to each of the following questions: in terms of remembrance do the songs tend to place a stronger emphasis on the past, the present, or the future? Which actions of God are remembered? How strong is the apostolic perspective generally in this repertoire?

**NOTE: BEGINNING ON SEPTEMBER 27 YOU WILL HAVE 1 WEEK TO TAKE THE EXAM FOR MODULE 1. THE EXAM IS AN ESSAY EXAM TO BE ACCESSED THROUGH A SPECIAL WEBSITE. AN EMAIL REMINDER WITH A LINK TO THE WEBSITE WILL BE SENT TO YOU. IT MUST BE COMPLETED BY 11:59 P.M. ON OCTOBER 4. YOU WILL HAVE TWO HOURS TO COMPLETE THE EXAM. THE EXAM WILL FIRST ASK YOU TO INTERPRET THE MATERIAL WE HAVE COVERED IN MODULE 1 IN ORDER TO DEVELOP THEOLOGICAL NORMS AND EXPECTATIONS FOR CHRISTIAN WORSHIP. AFTER ARTICULATING THESE, YOU WILL BE ASKED TO USE THEM TO ASSESS TWO BODIES OF WORSHIP MATERIAL.**

## **Module 2**

To prepare for September 27:

--1) read Stookey, "The Year of Our Risen Lord" in Calendar, pp. 39-49 and Wainwright, "Church as a Worshiping Community"; 2) watch module 2 lecture clip entitled "Sunday"; 3) and write out 3 things you learned about the eschatological character of Sunday and worship on Sunday

To prepare for September 29:

--1) watch module 2 lecture clips entitled "OT and NT as Time Words" and "Remembering and Reciting the Story"; 2) watch module 2 worship video clip entitled "A Sung Liturgy"; 3) write out your observations on the following questions (no more than one page): how much of the story of salvation history did this sung liturgy include? If the Old Testament and New Testament are time words describing the breadth of salvation history, how much Old Testament and New Testament were in this sung liturgy

To prepare for October 4:

--1) watch module 2 lecture clip entitled “A Basic Rhythm”; 2) complete the exercise entitled “Worship Verb Exercise” found in the course center in the class folder on First Class; 3) assess the first 10 songs in the music repertoires of **both** of the Touchstone Churches, labeling them for what theological verb best applies (what does each song do theologically?); 4) be prepared to discuss the following: how full is the remembrance of salvation history in these repertoires? How strong is the eschatological consciousness and apostolic perspective in them? How might Scripture readings, remembrance in prayer, preaching, and visualization of salvation history establish a broader commemorative context for their use?

To prepare for October 6:

--1) read Schmemmann, *For the Life of the World*; Fisch, “Liturgy & Eschatology” in *Liturgy and Tradition*; Dawn, “How Does Worship Form Us...” in *How Shall We Worship?*; and Taft, “Toward a Theology of the Christian Feast” in *Beyond East and West*; 2) be prepared to discuss in what common ground these readings have with themselves and with the earlier Stookey and Wainwright readings: Where do they agree? Where do they disagree? Where do they expand on an understanding of Sunday worship as eschatological and commemorative?

To prepare for October 11

--1) develop a worship service for either Touchstone Church #1 or 2 using the guidelines to be distributed; bring to class with three extra copies

To prepare for October 13:

--watch module 2 lecture clip entitled “As If in the Kingdom Already”; remember to bring your cup and plate to class to practice Communion

To prepare for October 18

--1) read Rattenbury, “The Christian Sacrament and Sacrifice” and “The Sacrament a Pledge of Heaven” in *The Eucharistic Hymns* and Wainwright, “The Ecclesiological consequences” in *Eucharist and Eschatology*; 2) watch module 2 lecture clip entitled “The Supper of the Lord”; 3) write out a half page summary of the most important theological features of an eschatological theology for the Lord’s Supper; in a sentence or two note any theological meanings for the Lord’s Supper that might be underemphasized by this eschatological approach

**NOTE: DUE ON OCTOBER 27 WILL BE A COMPLETE ORDER OF WORSHIP FOR TOUCHSTONE CHURCH #1 OR 2. MORE COMPLETE GUIDELINES WILL BE GIVEN IN CLASS IN TIME TO PREPARE THIS EXERCISE.**

**ON ONE OF THE WEEKS STARTING ON A SUNDAY FROM OCTOBER 22 TO NOVEMBER 11 (OCTOBER 22-OCTOBER 28, OCTOBER 29-NOVEMBER 4, OR NOVEMBER 5-NOVEMBER 11), USE THE MATERIAL FOR DAILY PRAYER PROVIDED IN *CELEBRATING COMMON PRAYER*. KEEP A RHYTHM OF MORNING AND EVENING PRAYER FOR ONE WEEK, INDIVIDUALLY OR IN A GROUP. A CANDLE MIGHT BE USED FOR EVENING PRAYER. YOU NEED TO DO THIS TO PREPARE FOR CLASS ON NOVEMBER 17.**

**NOTE: THE WORK IN MODULE 3 CAN BE A LITTLE MORE TIME CONSUMING ON A WEEKLY BASIS. AS YOU HAVE TIME IT WOULD BE GOOD TO WORK AHEAD.**

### **Module 3**

To prepare for October 20:

--1) watch the module 3 lecture clips entitled “Overview of the Year,” “The Lectionary,” and “Feasts and the Problem of Verbs and Adverbs”; 2) read Stookey, “Appendix 1 & 2” in *Calendar*, 155-161; come ready to discuss the general structure of the church year

To prepare for October 25

-- 1) from the module 3 worship video clips, watch the ATS Easter Vigil; 2) read pp. 108-110 in Handbook of the Christian Year; 3) reviewing these services in the Handbook of the Christian Year (Easter Vigil/First Service of Easter, Easter Day/Second Service of Easter, Ascension Day, Pentecost), pp. 191-235, look for the following in each service and write a short description or list for each item:

--a) the distinctive commemoration in the following items: greeting, opening prayer, any other distinctive texts, any Great Thanksgiving prayer

--b) types of Scripture in the service (how much Scripture was there and which books are they from?)

--c) distinctive actions or symbols not normally found elsewhere

--d) basic order of worship (group by very large selections, using either theological or choreography terms; try to get it to the basic 4 to 5 movements in the service);

To prepare for October 27

-- 1) from the module 3 worship video clips, watch the following: Palm/Passion Sunday, Maundy Thursday, and Stations of the Cross; 3) reviewing these services in the Handbook of the Christian Year (Passion/Palm Sunday, Holy Thursday Evening, Tenebrae, Good Friday), pp. 125-152, 160-190, look for the following in each service and write a short description or list for each item:

--a) the distinctive commemoration in the following items: greeting, opening prayer, any other distinctive texts, any Great Thanksgiving prayer

--b) types of Scripture in the service (how much Scripture was there and which books are they from?)

--c) distinctive actions or symbols not normally found elsewhere, e.g., entrance with palms on Palm/Passion Sunday

--d) basic order of worship (group by very large selections, using either theological or choreography terms; try to get it to the basic 4 to 5 movements in the service);

To prepare for November 1:

--1) from the module 3 worship clips, watch the ATS Ash Wednesday video; 2) read pp. 105-110 in Handbook of the Christian Year, consider how the time of Lent differs from Easter and the Great Fifty Days in activities and tone; 3) look at all the Scripture readings for one of the Sundays in Lent for Year A, B, or C (to be assigned by the professor), starting with Gospel and then looking at the other 3 texts and answering how the other texts shed light on the Gospel text; and 4) compile a list of the following things you see in the Handbook of the Christian Year services for Ash Wednesday (pp. 110-117) and a possible Lenten service (pp. 121-125) (keep your answers brief and to the point):

--a) the distinctive commemoration in the following items: greeting, opening prayer, any other distinctive texts, any Great Thanksgiving prayer

--b) types of Scripture in the service (how much Scripture was there and which books are they from?)

--b) distinctive actions or symbols not normally found elsewhere, e.g., entrance with palms on Palm/Passion Sunday

--c) basic order of worship (group by very large selections, using either theological or choreography terms; try to get it to the basic 4 to 5 movements in the service)

To prepare for November 3:

--1) from the module 3 worship clips, watch Christmas; could you make a list of those areas where adaptation would need to take place to make the services appropriate for the Touchstone Churches?; 2) compile a list of the following things you see in the Handbook of the Christian Year services for Christmas Eve/Christmas Day and the Sundays after Christmas (keep your answers brief and to the point), pp. 69-78

--a) the distinctive commemoration in the following items: greeting, opening prayer, any other distinctive texts, any Great Thanksgiving prayer

--b) types of Scripture in the service (how much Scripture was there and which books are they from?)

--c) distinctive actions or symbols not normally found elsewhere, e.g., entrance with palms on Palm/Passion Sunday

--d) basic order of worship (group by very large selections, using either theological or choreography terms; try to get it to the basic 4 to 5 movements in the service)

To prepare for November 8:

--1) from the module 3 worship clips, watch Transfiguration; could you make a list of those areas where adaptation would need to take place to make the services appropriate for the Touchstone Churches?; 2) compile a list of the following things you see in the Handbook of the Christian Year services for Epiphany, Baptism of the Lord, and Transfiguration (keep your answers brief and to the point), pp. 84-92, 97-104

--a) the distinctive commemoration in the following items: greeting, opening prayer, any other distinctive texts, any Great Thanksgiving prayer

--b) types of Scripture in the service (how much Scripture was there and which books are they from?)

--b) distinctive actions or symbols not normally found elsewhere, e.g., entrance with palms on Palm/Passion Sunday

--c) basic order of worship (group by very large selections, using either theological or choreography terms; try to get it to the basic 4 to 5 movements in the service)

To prepare for November 10:

-- 1) read and study the Handbook of the Christian Year for the services for the time of the year described from pp. 51-69; 2) read Ruth "Why Not 'Move' Advent to November?"; 3) compile a list of the following things you see in the Handbook of the Christian Year for the services provided for Advent

--a) the distinctive commemoration in the following items: greeting, opening prayer, any other distinctive texts, any Great Thanksgiving prayer

--b) types of Scripture in the service (how much Scripture was there and which books are they from?)

--b) distinctive actions or symbols not normally found elsewhere, e.g., entrance with palms on Palm/Passion Sunday

--c) basic order of worship (group by very large selections, using either theological or choreography terms; try to get it to the basic 4 to 5 movements in the service)

To prepare for November 15:

--1) watch module 3 lecture clips entitled "The Story and Baptism" and "Drama in Worship"; 2) read Schmemmann "Baptism" in Of Water and the Spirit; write out a half page summary of an eschatological theology for Baptism; note, too, any questions for baptism that still remain for you after doing this; 3) get ready your a baby doll, towel, a large and small bowl to bring to class

**STARTING AT 12:01 A.M. ON NOVEMBER 27 THE STUDENT WILL BE ABLE TO ACCESS THROUGH A WEBSITE AN OBJECTIVE EXAM TESTING HER OR HIS KNOWLEDGE OF THE CLASSIC FEATURES OF THE FOLLOWING MAJOR FEASTS AND SEASONS: ADVENT, CHRISTMAS, EPIPHANY, BAPTISM OF THE LORD, TRANSFIGURATION, ASH WEDNESDAY, LENT, PASSION/PALM SUNDAY, MAUNDY THURSDAY, GOOD FRIDAY, EASTER VIGIL, ASCENSION, and PENTECOST. AN EMAIL REMINDER WITH A LINK TO THE EXAM WILL BE SENT TO EACH STUDENT. THE EXAM WILL TEST THE STUDENT'S MEMORIZATION OF THIS INFORMATION THROUGH MULTIPLE CHOICE, TRUE/FALSE, AND IDENTIFICATION QUESTIONS. THE EXAM MUST BE COMPLETED BY 11:59 P.M. (EASTERN) ON DECEMBER 4. YOU WILL HAVE 2 HOURS TO TAKE THE EXAM.**

#### **Module 4**

To prepare for November 17:

--1) watch the module 4 lecture clip entitled "The Structures of Time in Daily Worship"; 2) watch the module 4 worship video entitled "Easter Vespers at Notre Dame"; 3) prepare one insight learned from following daily prayer for one week

#### **Module 5**

To prepare for November 29

--1) read Schmemmann, "The Mystery of Love" in For the Life of the World; 2) watch the module 5 lecture clips entitled "Weddings and Funerals"; 3) complete the exercise to be distributed on choosing materials for weddings

To prepare for December 1

--1) find and bring to class a copy of your denomination's wedding service; 2) be prepared and willing to practice weddings (including the roles of bride and groom)

To prepare for December 6

--1) read Witvliet, "How Common Worship Forms Us..." in Worship Seeking Understanding; and Saliers, "The Eschatological Character of Worship" in Worship as Theology; 2) write a theological reflection of five sentences or less on the eschatological and revelatory quality of funerals; 3) watch the module 5 lecture clips entitled "Acknowledging Popular Piety"; 4) complete the exercise to be distributed on choosing materials for funerals

To prepare for December 8

--1) find and bring to class a copy of your denomination's funeral and committal services; (be prepared to practice funerals and burial

**NOTE: PLEASE BE AWARE THAT A CASKET WILL BE IN CLASS ON THIS DAY AS WE DISCUSS PRESIDING AT A FUNERAL.**

**BIBLIOGRAPHY**  
**WO525 COURSE PACKET**  
**LESTER RUTH**  
**ASBURY THEOLOGICAL SEMINARY**

(in order of appearance in the course packet)

Sayers, Dorothy L. "The Greatest Drama Ever Staged." In *Christian Letters to a Post-Christian World*. Grand Rapids: Eerdmans, 1969, pp. 13-17.

Taft, Robert F., S.J. "Toward a Theology of the Christian Feast." In *Beyond East and West*. Rome: Edizioni Orientalia Christiana, Pontifical Oriental Institute, 2001, pp. 15-29.

Stookey, Laurence Hull. "The Year of Our Risen Lord." In *Calendar: Christ's Time for the Church*. Nashville: Abingdon Press, 1996, pp. 39-50.

Rattenbury, J. Ernest, ed. "The Christian Sacrament and Sacrifice." In *The Eucharistic Hymns of John and Charles Wesley*. Akron: OSL Publications, 1996, pp. 130-144.

Stookey, Laurence Hull. "Appendix 1" and "Appendix 2." In *Calendar: Christ's Time for the Church*. Nashville: Abingdon Press, 1996, pp. 155-161.

Schmemmann, Alexander. "Baptism." In *Of Water and the Spirit*. Crestwood: St. Vladimir's Seminary Press, 1974, pp. 37-51.

Witvliet, John D. "How Common Worship Forwards Us for Our Encounter with Death." In *Worship Seeking Understanding*. Grand Rapids: Baker, 2003, pp. 291-308.

Saliers, Don E. "The Eschatological Character of Worship." In *Worship as Theology: Foretaste of Glory Divine*. Nashville: Abingdon Press, 1994, pp. 49-68.

Therefore, Christians worship all the time, seven days a week. When Christians formally gather together in worship, still the emphasis should be on individually worshipping the Lord. Even in a congregation, participants need to be aware that they are worshipping God fully on an individual basis. The nature of Christian worship is from the inside out and has two equally important parts. Since external actions are unimportant in Christian worship, there is no rule regarding whether we should sit, stand, fall down, be quiet, or sing praises loudly while in corporate worship. These things should be decided based on the nature of the congregation. The most important thing is that we worship God in spirit (in our hearts) and in truth (in our minds.) In Christianity, worship is the act of attributing reverent honour and homage to God. In the New Testament, various words are used to refer to the term worship. One is proskuneo ("to worship") which means to bow down to God or kings. Throughout most of Christianity's history, corporate Christian worship has been liturgical, characterized by prayers and hymns, with texts rooted in, or closely related to, the Scripture, particularly the Psalter; this form of sacramental and ceremonial worship is still interesting facts, images and videos about World War I and Remembrance Day for primary school children. Since World War I ended, every year on 11 November we remember the people in the armed forces who died in battle. This is called Remembrance Day. It also marks the day that World War I ended in 1918. World War I involved two main sides: the Allied Powers, which included Great Britain and France, and the Central Powers, which included Germany and Austria-Hungary. Many people were killed or wounded in World War I.