

`Garrett-Evangelical Theological Seminary
LTRGY 511 Worship in Ecumenical Perspectives
Fall 2024
Online, Asynchronous

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Email responses can be expected within twenty-four hours from Monday-Thursday.

Course Description

This course is designed to enable students to plan, lead, and analyze Christian worship with pastoral and theological integrity. It will enable students to understand their denominational and local church traditions in larger ecumenical, historical, and socio-cultural contexts.

Course Delivery Methods

Online, asynchronous

Course Learning Outcomes and Assessment Instruments

Students completing this course will:

1. develop a foundational awareness of and ecumenical sensitivity to the diverse theologies and practices of Christian worship;
2. reflect theologically and anthropologically on worship in socio-cultural context;
3. engage in critical reflection on and creatively employ traditional patterns of prayer and worship;
4. practice planning worship in cooperation with diverse individuals, attending to time (with an emphasis upon the Christian year), language, space, and the body;
5. articulate an understanding of the meaning and significance of the sacraments within their tradition and socio-cultural context.

These outcomes will be assessed by these respective assessment instruments:

1. weekly assignments, reading assignments, design of worship, worship design reflection, and final project
2. weekly assignments, reading assignments, worship design reflection, and final project
3. annotated prayers assignments, design of worship, worship design reflection, and final project
4. annotated prayers assignment, Great Thanksgiving memorization, design of worship, and worship design reflection

5. final project

Required Textbooks and Materials (Student must purchase.)

Carvalhoes, Cláudio. *What's Worship Got to Do with It?: Interpreting Life Liturgically* (Eugene: Cascade, 2018). ISBN 978-1620320719. \$33.00.

Allen, Lisa. *A Womanist Theology of Worship: Liturgy, Justice, and Communal Righteousness* (Maryknoll: Orbis, 2021). ISBN 978-1626984448. \$28.00.

Duck, Ruth C. *Worship for the Whole People of God, Second Edition* (Louisville: Westminster John Knox Press, 2021). ISBN 978-0664264765. \$40.00.

Stookey, Laurence H. *Let the Whole Church Say Amen!: A Guide for Those Who Pray in Public* (Nashville: Abingdon, 2001). ISBN 0-687-090776. \$21.99.

Student's denominational worship book, documents, and resources (as applicable)

Additional Required Readings (Digitally provided by the instructor)

TBD

Further additional readings will be added by the instructor as needed.

Course Expectations

- For a number of reasons, graduate education – including graduate theological education – can be linked to mental and physical health issues. This instructor is sensitive to that reality, and the course is rooted in the conviction that theological education should be good for the body, the mind, and the soul. As such, if anything happens during the term that adversely affects your health and wellbeing, feel free to inform the instructor about it in whatever way is most comfortable for you, allowing the instructor to work with you to meet both your own needs and the requirements of this course.
- GETS and the instructor are committed to an inclusive theological agenda. The use of neutral, expansive, or emancipatory language in reference to God and human beings is a requirement for all written and oral work, and it is strongly encouraged in all other written or oral communications.
- That all students understand and adhere to the GETS policies on plagiarism noting that in addition to the GETS policy on plagiarism, this course defines plagiarism as including words that are spoken. If someone else's words or ideas are included in or directly shape your spoken assignment, they must be verbally acknowledged in addition to being cited in the manuscript. Failure to do so constitutes an act of plagiarism.
- That the schedule and syllabus may be modified and additional material may be added as the professor considers necessary to the course and the development of students. However, any changes that have the potential to adversely impact students will be made in consultation with the students.
- All written assignments must be submitted electronically through Moodle unless otherwise indicated by the instructor. Standard format for all papers is double-spaced lines, 12-point Times New Roman font, 1" margins top and bottom, and 1" margins on each side. All footnotes and headers should follow the appropriate seminary style guide.

Course Requirements and Course Grades

1. Weekly assignments: On-time, thoughtful, and thorough completion of all weekly assignments is expected. (Each week, activities will be clearly identified on Moodle, and on the first week of class a weekly rhythm will be established in conversation with students.) Grade 10%
2. Reading assignments: Open book quizzes will be regularly used to assess engagement of reading assignments. Note that reading assignments are heaviest at the beginning of the term when course projects are lighter. Grade 10%
3. Annotated prayers assignment: Utilizing patterns of prayer taught in class, students will select from and write prayers reflecting three of the following five prayer forms: a collect, a litany, a prayer of confession, a pastoral prayer, and an interreligious prayer. Students will annotate each prayer providing information on the envisioned liturgical setting complete with relevant lectionary texts (as applicable) and the place of the prayer in the service. In the annotation for each prayer, students will also report and critically reflect on their process of writing the prayer. Grade 20%
4. Great Thanksgiving memorization: All students must memorize in its entirety a Great Thanksgiving prayer appropriate to their tradition and recite this to a minister in their congregation. An appointment must be made with the proctor by the announced date, and the proctor should be put in contact with the instructor via email for further details. Students will ideally recite in the first language of the context in which they already serve or a context in which they plan to serve. Students from traditions which do not utilize written prayers or liturgies will write out a detailed accounting of the entirety of the Eucharistic service with attention to traditioned language and patterns, submit that to the instructor for approval, and then recite that to the proctor. Grade 20%
5. Final project: Students will write a 3,250 - 3,750 word *theological position paper* in which they answer the question, "What is the meaning and significance of the sacraments for my worshiping community?" In this paper students will critically communicate their theology of the sacraments in conversation with the sacramental history and theology of their ecclesial context, drawing connections to the realities of their socio-cultural context. This project must significantly draw on and be supported by the assigned readings for the course as well as liturgical resources, denominational documents or resources, theologies, and histories appropriate to the students' context. Grade 40%
6. Alternative final project: Students may consult with the instructor on the possibility of an alternative project that creatively engages the contours of the final project. Alternative projects will be accompanied by a critical reflection paper of no more than 750 words. Alternative projects will be evaluated by rubric.

Course Schedule

TBD