WO 520 The History of Christian Worship

Lester Ruth

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

Recommended Citation

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.
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 (Beeeson) 218; 859-858-2175 or 859-219-9166; fax 858-2026; lester_ruth@asburyseminary.edu; Office hours: Tuesday/Thursday 1:15-2:15 and Thursday 4:15-5:15. 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. 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.**


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 on the course website or distributed by the professor. **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 following book is also highly recommended: John Baldovin, *Liturgy in Ancient Jerusalem* (Grove Books, 1989; ISBN 1-85174-107-0);

**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) must note that the student had
satisfactory or excelling 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) 10 points

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.

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 March 4 (module 3), March 18 (module 4), April 8 (module 5), April 22 (module 6), and May 6 (module 7).

**Grading and Assessment: Objective Exam on Trinitarian reading**

From Thursday, February 28 (12:01 a.m. Eastern) through Thursday, March 6 (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, March 6.

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, March 18. 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, i.e., what areas of worship are more remotely impacted by the doctrine? An example might be certain furnishings. 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, April 29. 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 (4 pages maximum length in 12
point Times New Roman font using double line spacing [The original answer does not factor into length.] describing how you have or have not changed this questionnaire. The professor will grade this final version using the criteria found in Appendix A (to be distributed). 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, April 29 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, February 19. It should be at least 3 pages long using double spacing and 12 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 to be distributed in ExL).

This assignment should 5 pages maximum length in 12 point Times New Roman font using double line spacing. (These 5 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, May 21 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 12 pages maximum length (total for all 5) in 12 point Times New Roman font using double 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 12 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 (to be distributed).

**Turn in the first article on Thursday, April 10 based on insights drawn from modules 3 (Rome) or 4 (Jerusalem). This article will count toward 4 of the 20 points allocated to this part of the portfolio. Turning in this one article and having the professor grade it should give the student a better idea on what is expected on this part of the portfolio as a whole.**

Turn in to the professor’s office these articles and any addenda as part 2 of the portfolio by Wednesday, May 21 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 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, May 21 by noon.

**Summary of Graded Assignments and Due Dates**

<table>
<thead>
<tr>
<th>What</th>
<th>When Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing and taking true/false quizzes</td>
<td>the first days of modules 3-7</td>
</tr>
<tr>
<td>Objective exam on Trinitarian reading</td>
<td>Taken between 2/28 and 3/6</td>
</tr>
<tr>
<td>Development of Trinitarian questionnaire</td>
<td></td>
</tr>
<tr>
<td>Initial version (ungraded)</td>
<td>3/18</td>
</tr>
<tr>
<td>Final version (graded)</td>
<td>4/29</td>
</tr>
<tr>
<td>Portfolio part 1 (initial answer and re-assessment)</td>
<td></td>
</tr>
<tr>
<td>Initial version (ungraded)</td>
<td>2/19</td>
</tr>
<tr>
<td>Final version (graded)</td>
<td>5/21</td>
</tr>
<tr>
<td>Portfolio part 2 (newsletter articles)</td>
<td></td>
</tr>
</tbody>
</table>
Tardiness Policy
For those assignments due 4/10, 4/29, and 5/21, 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 4/29 but turned in on 4/30 (a day late) would only be worth a maximum of 18 points (not 20). Exceptions to the tardiness policy must be negotiated with the professor ahead of the due date and time.

Incomplete Work
A grade of "I" denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment. If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as "F."

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, February 14 through Tuesday, February 19.
- **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, February 21 through Thursday, February 28.
- **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, March 4 through Thursday, March 13];
  - Module 4 is Jerusalem in the late 4th century [Tuesday, March 18 through Thursday, March 27];
  - Module 5 is Salisbury, England in the late 15th century [Tuesday, April 8 through Thursday, April 17];
  - Module 6 is Geneva in the mid-16th century [Tuesday, April 22 through Thursday, May 1]; and
  - Module 7 is Methodism in Baltimore in the late 18th century [Tuesday, May 6 through Thursday, May 15].

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, February 14-Tuesday, February 19)

What to do:

- Review all the introductory material for this church on the website and the DVD  
  _First several days of module_

- Be prepared to discuss the following questions:
  -- Why does this church worship like it does?  
  _Be prepared by 2/14_
  
  -- How easy or difficult is it for you to enter into this perspective?  
  _Be prepared by 2/14_

- Write a short description of what you observe in this 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.  
  _Be prepared by 2/19_

- 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 2/19_

- 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, February 21-Thursday, February 28)

What to do:

- Read the following:
  -- Parry book: Worshipping Trinity  
  _2/21_
  
  (The following are in the course packet.)
  -- Wainwright article: Wesley and Trinity  
  _2/21_
  
  -- Torrance excerpt: Unitarian/Trinitarian worship  
  _2/26_
  
  -- Witvliet essay: Opening of Worship  
  _2/26_

- Watch the lecture on “Trinitarian Worship” on DVD #1  
  _2/26_

- Be prepared to discuss the following:
  -- What’s inside and outside orthodox theology on the Trinity?  
  _Be prepared by 2/21_
  
  -- Why is the doctrine of the Trinity important?  
  _Be prepared by 2/21_
Module 3: Worship in Rome, early 3rd Century, through the eyes of Hippolytus
(Tuesday, March 4-Thursday, March 13)

What to do:

1. Read the Rome situational overview in the to be distributed
2. Read 1) worship texts and sermon in Stewart-Sykes, 
   *Hippolytus* pp. 53-183; 2) chapter 2 in White, *Brief History*
3. Watch 4 items on DVD #2 under “Rome & Differences”
4. Prepare 10 question True/False quiz and bring to class
5. Fill out the Rome Contrasting Paradigm exercise (to be distributed) and be prepared to discuss what you think are the critical aspects and dimensions of this church’s worship
6. Fill out a Pro/Con Grid for Rome (to be distributed) and be prepared to discuss what you think are the upsides and downsides to how this church worshiped
7. Be prepared to discuss how one of these upsides might have a Trinitarian basis
8. Be prepared to discuss what you think the dynamics of implementing this upside might be in the Touchstone Church

Module 4: Worship in Jerusalem, late 4th Century, through the eyes of Cyril
(Tuesday, March 18-Thursday, March 27)

What to do:

1. Read the Jerusalem situational overview (to be distributed)
2. Read 1) the Lectionary readings for January 5 and 6 (web link); 2) Egeria’s travel diary (web link); 3) Cyril’s Homily on the Paralytic (course packet); 4) The Liturgy of St. James; (course packet); 5) Cyril’s excerpts on the sacraments (to be distributed); 6) and the introduction on Jerusalem to be distributed by the professor
3. Watch the Jerusalem lecture on DVD #2
4. Prepare 10 question True/False quiz and send to partner
5. 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 to turn in your initial draft of the Trinitarian questionnaire (see the fuller description above) Be prepared by 3/18

Fill out the Jerusalem Contrasting Paradigm exercise (to be distributed) and be prepared to discuss what you think are the critical aspects and dimensions of this church’s worship Be prepared by 3/20

Fill out a Pro/Con Grid for Jerusalem (to be distributed) and be prepared to discuss what you think are the upsides and downsides to how this church worship Be prepared by 3/25

Be prepared to discuss how one of these upsides might have a Trinitarian basis Be prepared by 3/25

Be prepared to discuss what you think the dynamics of implementing this upside might be in the Touch Church Be prepared by 3/27

Module 5: Worship in Salisbury, late 15th Century, through the eyes of John Baxter
(Tuesday, April 8-Thursday, April 17)

What to do: When to do it:
Read the Salisbury situational overview (to be distributed) 4/8
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) 4/8
Watch the Salisbury lecture and the medieval mass video on DVD #2 4/8
Prepare 10 question True/False quiz and send to partner Be prepared by 4/8
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 4/8
Fill out the Salisbury Contrasting Paradigm exercise (to be distributed) and be prepared to discuss what you think are the critical aspects and dimensions of this church’s worship Be prepared by 4/10
Fill out a Pro/Con Grid for Salisbury (to be distributed) and be prepared to discuss what you think are the upsides and downsides to how this church worship Be prepared by 4/15
Be prepared to discuss how one of these upsides might have a Trinitarian basis Be prepared by 4/15
Be prepared to discuss what you think the dynamics of implementing this upside might be in the Touchstone Church Be prepared by 4/17

Module 6: Worship in Geneva, mid-16th Century, through the eyes of John Calvin
(Tuesday, April 22-Thursday, May 1)

What to do: When to do it:
Read the Geneva situational overview (to be distributed) 4/22
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 4/22
Watch the Geneva lecture on DVD #2 4/22
Prepare 10 question True/False quiz and send to partner Be prepared by 4/22
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 4/22

Fill out the Geneva Contrasting Paradigm exercise (to be distributed) and be prepared to discuss what you think are the critical aspects and dimensions of this church’s worship  
Be prepared by 4/24

Fill out a Pro/Con Grid for Geneva (to be distributed) and be prepared to discuss what you think are the upsides and downsides to how this church worship  
Be prepared by 4/29

Be prepared to discuss how one of these upsides might have a Trinitarian basis  
Be prepared by 4/29

Be prepared to discuss what you think the dynamics of implementing this upside might be in the Touchstone Church  
Be prepared by 5/1

Module 7: Worship in Baltimore, late 18th Century, through the eyes of Ezekiel Cooper (Tuesday, May 6—Thursday, May 15)  
What to do:  
When to do it:  
Read the Baltimore situational overview (to be distributed)  5/6
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)  5/6
Watch the Baltimore lecture on DVD #2  5/6
Prepare 10 question True/False quiz and send to partner  Be prepared by 5/6
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 5/6
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 5/8
Fill out a Pro/Con Grid for Baltimore (to be distributed) and be prepared to discuss what you think are the upsides and downsides to how this church worship  Be prepared by 5/13
Be prepared to discuss how one of these upsides might have a Trinitarian basis  Be prepared by 5/13
Be prepared to discuss what you think the dynamics of implementing this upside might be in the Touchstone Church  Be prepared by 5/15

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
Copyright Information
The copyright law of the United States (title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

ExL Media Copyright Information
No further reproduction and distribution of media for this course is permitted by transmission or any other means.