



ECMN School of Formation
Prayer Book II: Pastoral Offices
February 14 – April 4, 2022

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If you need to contact me, please always feel free to e-mail me and we can either correspond that way, or else arrange a Zoom session online. Please only telephone me (or send me a text) in case of emergency.

Learning Goals:

Through this course you will:

- + Become familiar with the pastoral offices and related liturgical resources,
- + Gain experience in planning and presiding at such services,
- + Grow in considering liturgy theologically and pastorally,
- + Grow spiritually in your identity as a pastor and priest,
- + Continue to gain familiarity with the Prayer Book generally...

all so that you may be wise, gracious, and godly pastoral leaders in your communities.

Assignments:

Assignments for this class include: *participation + writing + reading + prayer book explorations.*

Participation:

Your participation in the course – online synchronously in class meetings and asynchronously via Moodle – is important to you meeting your learning goals, and to our functioning as a learning community. So attendance at the synchronous sessions and timely completion of online assignments will be taken into account in assessing a student's work. If you do not complete the work for the course, you will receive a grade of incomplete for the course.

Our synchronous meetings online will feature a variety of activities. One exercise that will be present in each of the sessions is what I call “**coffee hour questions**”. These are the sorts of questions you will encounter at, say, coffee hour in church (or elsewhere). They engage with relevant topics we are learning about this term, and provide an opportunity for you to consider and give an accurate, brief, and fitting response to an imagined conversation partner. We will work cooperatively as a group to consider a response to each, with one person being selected to provide the actual response. (Almost all of these are questions that I have encountered in my own ministry at one time or another!)

Writing assignments:

There are seven opportunities for writing brief reflections for this class.

1) The first week and the last week ask about **your experience of a pastoral office**. These two reflections are required.

2) There are **four other liturgical reflections** asking about particular rites, in order to give you an opportunity to explore the material you've been reading in greater depth: complete *at least three of these four reflections*. (These three reflections will be compiled and become a part of the student's portfolio.)

In addition, please respond to your colleagues' reflections *at least twice* during the course. (Always feel free to do more – the online conversation is a significant part of our learning.)

3) Finally, we will be **reading in groups and responding to Julia Gatta's book *Life in Christ: Practicing Christian Spirituality*** during the first five weeks of class, one chapter per week. Each person is to read and be familiar with the whole of the book.

The class will be work as a single discussion group for the sake of this work. Each week one student will take a chapter of the book to write a summary (around 200 words, maybe a little more) and response (around 50 words, maybe a little more), posting this on Moodle to share with your fellow students.

The goal is to create small groups of colleagues who can thoughtfully and prayerfully work together to continue their learning and growth. The important thing for the class is to make sure that each member of the group gets a chance to present one of the chapters. There will likely be more than one person summarizing a chapter more than once.

Each student will also write a final reflection to the overall book, responding to the writing prompts given on Moodle.

(Writing assignments unless otherwise specified are to be 200-250 words.)

Reading:

Reading and being familiar with liturgical resources is an important part of this course. When assigned a liturgical text for reading, feel free to skim through it (maybe skim it twice!) and *be familiar* with the rite, rather than reading for memorization. You need to be familiar with the shape and features of the rite, but do not need to recite it from memory. For other materials such as *I will Bless You and You Will Be a Blessing*, or *Life in Christ* you should plan a closer reading. The Prayer Book Explorations will also give you an opportunity to look in a more focused way at the liturgical resources. Finally, plan to skim the readings in Leonel Mitchell's *Pastoral and Occasional Liturgies*, so that when you move to the next stage of planning and organizing these services you'll have a good resource to fall back on.

Prayer Book explorations:

These are exercises for each week that are designed to provide an opportunity to become more familiar with our liturgical resources, especially the Book of Common Prayer 1979, and to learn more about how

they are compiled, what they mean, and what is involved in preparing pastoral liturgy. The first two weeks are a bit more theoretical, providing some background to understand the text of the liturgy and how it works; the remainder of the explorations are more “how to”.

These are not “graded” *per se*. Each one contains content and multiple choice questions about the materials, based on the content and your observations. You may change your answers or retry the questions if you like. What is important is that you take some time to read through and process the material and interact with the questions. When you have chosen your answer(s) for each question, *be sure to click the “check” button: this will open up more information for the question including the correct answer*. You can think of these explorations as an extended presentation on the Prayer Book and resources that give you a chance to look through them yourself; the information added when you click the “check” button is important to the overall presentation (and it will include the correct answer for that question).

The final exploration will give you a chance to review some of the questions you saw earlier in the class, to reinforce your learning.

Although your total number of points earned for the explorations will not be included in your grade for the class, if you do not participate in the explorations it will negatively impact your final grade.

Learning differences:

If you have learning differences, need accommodation to complete your assignments, or need your work in a different form, please talk to the instructor (Dr. Fout) as soon as possible. Let’s work out how you can achieve your learning goals in a different way!

Class Schedule: (Dates are when that week’s work is *due*.)

The course starts on Monday, February 14.

Zoom links for meetings will be made available on Moodle.

Week 1 February 21

Introductions

Reflection on your experience with a pastoral office;

Prayer Book explorations: rubrics

Read *Life in Christ*, ch.1

Complete the “Review of Expectations” exercise on Moodle

First meeting:

Tuesday, February 15, 7:00-8:30p CST

Week 2 February 28

Healing

Read: BOS 2018 / EOW2 A Public Service of Healing pp. 27-45

Read: BCP pp. 453-461, BCP pp. 13-33

Prayer Book explorations: Theology in the liturgy

Read *Life in Christ*, ch.2

Week 3 March 7

Confirmation

Read: BCP 412-421

Read: BOS 2018 pp. 140-162

Read: Mitchell, pp. 48-55
Prayer Book explorations: Worship *does* things
Read *Life in Christ*, ch.3

Week 4 March 14

Reconciliation

Read: BCP pp. 319-322; 351-354; 447-452;
Read: Mitchell, pp. 66-71
Reconciliation reflection
Prayer Book explorations: forgiveness and reconciliation
Read *Life in Christ*, ch.4

Second meeting:

Tuesday, March 15, 7:00-8:30p CST

Week 5 March 21

Marriage

Read: BCP, pp. 423-438
Read: Mitchell, 55-65
Read: *I Will Bless You and You Will Be a Blessing*
Marriage reflection
Prayer Book explorations: marriage
Read *Life in Christ*, ch.5

Week 6 March 28

Child birth/ adoption/ loss

Read: all of EOW 5; BCP 439-446
Loss reflection
Prayer Book explorations: funerals
Final reflection on *Life in Christ*

Third meeting:

Tuesday, March 29, 7:00-8:30p CST

Week 7 April 4

At time of death/ funeral

Read: BCP, 462-509
Read: all of EOW 2
Read: Mitchell, pp. 76-102
Response, wrap-up
Prayer Book explorations: final review

Required resources:

You may use these in either hard copy of .pdf/Kindle/other electronic form. Where available, free copies are posted on the Moodle site for your use.

Book of Common Prayer, 1979

Book of Occasional Services, 2018

Enriching Our Worship 2: Ministry with the Sick or Dying; Burial of a Child (Church Publishing, 2000).

Enriching Our Worship 3: Burial Rites for Adults, together with a Rite for the Burial of a Child (Church Publishing, 2006).

Enriching Our Worship 5: Liturgies and Prayers Related to Childbearing, Childbirth, and Loss (Church Publishing, 2009).

Standing Commission on Liturgy and Music, *"I Will Bless You and You Will Be A Blessing": Resources for the Witnessing and Blessing of a Lifelong Covenant in a Same-Sex Relationship*. Liturgical Resources 1 (Church Publishing, 2012).

Required but not available for free on the Moodle site:

Gatta, Julia, *Life in Christ: Practicing Christian Spirituality* (Church Publishing, 2010).

Mitchell, Leonel L., *Pastoral and Occasional Liturgies: A Ceremonial Guide* (Cowley: 1998)

Recommended (not required) resources:

Changes: Prayers and Services Honoring Rites of Passage, (Church Publishing, 2007)

Gatta, Julia, *Go in Peace: The Art of Hearing Confessions* (Morehouse, 2012).

Grading Scale:

- Exemplary
 - Displayed excellence in comprehension and integration of key concepts
 - Applied learning beyond the course outcomes
 - Participated generously in group conversation, projects, and assessments
 - Participated fully in the course with no exceptions
- Satisfactory
 - Displayed sound comprehension and integration of key concepts
 - Showed expanded curiosity and desire to learn more
 - Participated adequately in group conversation, projects, and assessments
 - Participated fully in the course with few exceptions
- Incomplete
 - The individual did not display comprehension of the key concepts of the course
 - The individual did not complete key components of the course
 - The individual's participation in group conversation, projects, and assessments was counterproductive to collaborative learning