



**ECMN School of Formation**  
Prayer Book III: Holy Week and the Liturgical Year  
April 18 – June 6, 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, by phone, or else arrange a Zoom session online. My preference is that you telephone me only in case of emergency – but please don't hesitate to do so then!*

**Overview:**

The rhythms of the church year guide us through the stories and themes of the Christian faith. When they function well they help us to be caught up in the drama of the world's redemption by God through Jesus Christ in ways that are formative and transformative. Planning and preparing the seasons and the feasts of our worship, with wisdom and understanding, are an important part of our service as leaders in the church. This course will help you to do such planning with care and insight, approaching these materials from historical, theological, liturgical, and pastoral perspectives.

**Learning Goals:**

Through this course you will:

- + Become familiar with the church's approach to time, specifically aspects of Holy Week and the liturgical year, as well as the church's consideration of space.
- + Gain experience in planning and presiding at such services,
- + Grow in considering liturgy theologically and pastorally,
- + Grow spiritually in your identity as a baptized Christian, follower of Jesus, pastoral leader, 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 + prayer book explorations + discussions + final project + final exam.*

*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.

*Prayer book explorations:*

Two sets of guided multiple choice questions are provided which will walk you through some of the concepts the inform and are found in the Book of Common Prayer and liturgical planning generally.

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). *While these exercises have points assigned to them, you ought to think of them in the same way as on the TV show "Whose Line is it Anyway?": The points don't matter. They simply give you information about how you did – and you can always do the exercise again to help your understanding.*

*Discussions:*

Three online discussions provide opportunity for you to think creatively and synthetically about your ministry in light of the material we are learning in class.

*Final project:*

At the conclusion of class you will have an opportunity to create an ordo for a Eucharist, and to plan a liturgy in light of all that we are learning. For this project, you will describe the congregation for whom you are planning the service, and will offer reasons and rationale for your liturgical choices.

*Final exam:*

This will be an opportunity to test your knowledge of the major terms and concepts we covered in this class. Questions will be a mix of objective (multiple choice) and short answer. As with the prayer book explorations, the points are simply to give you feedback on how you did.

**Grading:**

All grading for the course is purely qualitative, and a qualitative summary description of the student's performance will be produced by the instructor at the end of the course for inclusion in the student's portfolio. In addition, the ordo produced for the final project will go into the student's portfolio as an artifact for this course. *The course grading scale is at the end of the syllabus.*

**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!

**Course calendar:** (*Dates are deadlines for work to be completed*)

*Reading assignments are found on our Moodle site.*

Module I: The hallowing of space and time in light of the Gospel of Jesus Christ

**April 25:** Module Ia, the hallowing of space and time; propers and seasons

*Prayer Book Explorations 1: propers and seasons*

**May 2:** Module Ib, the hallowing of time; calendars and lectionaries

*Prayer Book Explorations 2: calendars and lectionaries*

**First Zoom session = Tuesday, May 3, 7:00-8:30 pm CDT**

**May 9:** Module Ic, the hallowing of space; liturgical space

*Discussion #1: "three things"*

Module II: Lent, Easter & Holy Week

**May 16:** Module IIa, Lent and Holy Week

*Discussion #2: Ashes to Go*

**Second Zoom session = Tuesday, May 17, 7:00-8:30 pm CDT**

**May 23:** Module IIb, Triduum and Easter

*Discussion #3: Getting creative for the Fifty Days*

Module III: Advent, Christmas & Epiphany

**May 30:** Module III, Advent, Christmas, and Epiphany

*Begin final project*

*Review for final exam*

**Final Zoom session = Tuesday, May 31, 7:00-8:30 pm CDT**

Module IV: Pentecost and the Sundays after Pentecost

**June 6:** Module IV, Pentecost and the Sundays after Pentecost

*Turn in final project*

*Complete final exam*

## **Bibliography**

*(Required)*

J. Neil Alexander, *Celebrating Liturgical Time: Days, Weeks, Seasons*. (New York: Church Publishing. 2014.)

Leonel Mitchell, *Planning the Church Year*. (Philadelphia: Morehouse. 1991.)

Leonel Mitchell, *Lent, Holy Week, Easter, and the Great Fifty Days: A Ceremonial Guide*. (Boston: Cowley Publications. 1996.)

John H. Westerhoff, III. *A Pilgrim People: Learning Through the Church Year*. (New York: Church Publishing. 2005.)

Jason A Fout, *The Hallowing of Time and Space through the good news of Jesus Christ*, unpub. ms, available on Moodle.

Book of Common Prayer, 1979

Book of Occasional Services, 2018 (available for free on the course Moodle site)

*(Have access to)*

The Hymnal 1982

Lift Every Voice and Sing II

Voices Found

Wonder, Love, and Praise

El Himnario

My Heart Sings Out

Enriching Our Music 1 & 2

*(Recommended)*

Ruth Meyers, *Missional Worship, Worshipful Mission: Gathering as God's People, Going Out in God's Name*. (Grand Rapids, MI: Eerdmans. 2014.) **We will be using chapter eight, excerpted on Moodle for free.**

**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